

GRADE K • Common Core/Empire State Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM		IFC STANDARD
READING STANDARDS FOR INFORMATIONAL TEXT				
Connection	Key Ideas and Details	Key Ideas and Details		
Key Details	RI.K.1. With prompting and support, ask and answer questions about key details in a text.	Identifies one or two key words about a topic, problem or question with guidance from the librarian		#1
Main Topic	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	Presents facts and simple answers to questions [Assessment available K.5]		#1
Questioning	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Retells a story using words and pictures.		#2
		Uses materials provided to find answers to questions posed.		#1
		Distinguishes between fiction and nonfiction resources [Assessment available K.3].		#1
		Makes predictions about what will happen next in a story		#2
Illustrations	Craft and Structure	Craft and Structure		
Questioning	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	Retells a story using words and pictures		#2
Text Features	RI.K.5. Identify the front cover, back cover, and title page of a book.	Introduces stories crediting author and illustrator		#3
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Understands the basic organizational structure of books [Assessment available K.2].		#1
		Uses illustrations to draw meaning from a story.		#3

GRADE K • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Comparing Contrasting Illustrations Reasoning Relationships	<p>Integration of Knowledge and Ideas</p> <p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Uses materials provided to find answers to questions posed #1 • Demonstrates simple organizational skills such as sorting and categorizing [Assessment available K.4]. #1
Purpose	<p>Range of Reading and Level of Text Complexity</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Requests/chooses materials related to personal interests. #2 • Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information #2

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Comparing	Key Ideas and Details RI.1. 1. Ask and answer questions about key details in a text.	Key Ideas and Details ◦ Selects and uses appropriate sources with guidance, including picture dictionaries and beginning encyclopedias, to answer questions. #1	
Connections	RI.1. 2. Identify the main topic and retell key details of a text.	◦ Draws a conclusion about the main idea with guidance [Assessment available 1.5] #1	
Contrasting	RI.1. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	◦ Restates/retells and asks questions about the topic, problem or question with guidance. #1	
Key Details		◦ Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions [Assessment available 1.4] #1	
Main Topic		◦ Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea. #1	
Questioning			
Informational Text	Craft and Structure	Craft and Structure	
Interpreting	RI.1. 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	◦ Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea. #1	
Key Details	RI.1. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		
Key Ideas	RI.1. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
Locating Information			
Questioning			
Text Features			
Visual Information			

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Author's Perspective Comparing Contrasting Illustration Key Details Supporting Details	<p>Integration of Knowledge and Ideas</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ◦ Distinguishes between fact and opinion [Assessment available 1.3] #1 ◦ Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea #1
	<p>Range of Reading and Level of Text Complexity</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ◦ Selects books, poems, or media based on teacher selected criteria or personal preference..... #2

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Comparing Connections Contrasting Key Details Main Topic Questioning	<p>Key Ideas and Details</p> <p>RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> Recognizes that questions can be answered by finding information. #1 Writes, draws, or verbalizes the main idea and supporting details [Assessment available 2.4] #1 Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences. #3 Identifies the overall “big picture” idea by stating it orally or drawing a picture . . #1
Author’s Perspective Facts Interpreting Key Details Key Ideas Locating Information Purpose Text Features Visual Information	<p>Craft and Structure</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. Know and use various text features (e.g., captions, old print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> Uses online encyclopedias, magazines, databases, and other technology resources with guidance. #1 Selects and uses appropriate sources with guidance, including dictionaries, periodicals, maps, and globes, to answer questions. #1 Identifies the overall “big picture” idea by stating it orally or drawing a picture. . #1

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Author's Perspective Comparing Contrasting Illustrations Images Key details Reasoning Supporting Details	Integration of Knowledge and Ideas RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8. Describe how reasons support specific points the author makes in a text. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> Compares new ideas with what was known at the beginning of the inquiry [Assessment available 2.5] #1 Recognizes that questions can be answered by finding information [Assessment available 2.1] #1
Informational Texts	Range of Reading and Level of Text Complexity RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> Begins to recognize that different genres require different reading strategies. #2 Demonstrates comprehension of stories read independently and stories read aloud. #2

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Cause/Effect	Key Ideas and Details RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Key Ideas and Details States what is known about the problem or question and makes connections to prior knowledge. #1	
Connections	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Formulates questions about the topic with guidance. #1	
Key details	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Questions text during reading or listening. #1	
Main Idea/Central Message		Uses a variety of strategies to determine important ideas. #1	
Questioning		States the main idea [Assessment available 3.4]. #1	
Supporting details			
Author's Perspective	Craft and Structure RI.3.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	Craft and Structure Connects ideas in texts to own interests. #1	
Domain specific vocabulary	RI.3.5. Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Identifies and uses the organizational structures of a nonfiction book to locate information #1	
Interpreting	RI.3.6. Distinguish their own point of view from that of the author of a text.		
Locating information			
Point of view			
Text Features			

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Cause/Effect Comparing Connections Contrasting Graphics Illustrations Images Key details Visual Information	<p>Integration of Knowledge and Ideas</p> <p>RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ◦ Selects and uses multiple appropriate print, nonprint, electronic and human sources to answer questions. #1 ◦ Uses at least two sources for research projects. #1 ◦ Uses a variety of strategies to determine important ideas. #1
	<p>Range of Reading and Level of Text Complexity</p> <p>RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ◦ Locates nonfiction material at appropriate reading level. #1 ◦ Selects both “just right” materials and challenging materials on a regular basis. #2

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Connections Explicit text	Key Ideas and Details RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details • Identifies facts and details that support main ideas [Assessment available 4.6] #1 • Draws a conclusion about the main idea. #1
Inferences	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	• Uses evidence from stories to discuss characters, setting, plot, time, and place. #2
Key Details	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	• Makes predictions and inferences about events and characters. #2
Main Idea/Central Message		
Summarizing		
Author's Perspective	Craft and Structure	Craft and Structure
Domain Specific Vocabulary	RI.4.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	• Identifies and uses the organizational structures of a nonfiction book to locate information. #1
Locating Information	RI.4.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Recognizes features of various genres and uses different reading strategies for understanding. #2
Point of View	RI.4.6. Distinguish their own point of view from that of the author of a text.	
Search Tools		
Text Features		

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Cause/Effect Comparing Connection Contrasting Graphics Illustrations Key Details Key Ideas Main Topic	<p>Integration of Knowledge and Ideas</p> <p>RI.4.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.4.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.4.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Draws a conclusion about the main idea. #1 Recognizes features of various genres and uses different reading strategies for understanding. #2 Uses pre-selected primary sources to gather information. #1 Notes similarities and differences in information from two different sources. . . . #1
Informational Texts	<p>Range of Reading and Level of Text Complexity</p> <p>RI 4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> Selects appropriate print and electronic materials on an individual level. #2

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Explicit text	Key Ideas and Details	Key Ideas and Details
Inference	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Determines important details. #1 Draws and shares conclusions about the theme or focus of a work. #2
Interactions	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> Understands literal meanings and can identify the main points and supporting details #2
Key Details	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
Main Idea/Central Message		
Relationships		
Summarizing		
Analyzing	Craft and Structure	Craft and Structure
Chronology	RI.5.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.	<ul style="list-style-type: none"> Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions [Assessment available 5.3]. #1
Comparing	RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<ul style="list-style-type: none"> Considers multiple viewpoints and cultural perspectives. #3
Contrasting		
Point of View	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Evidence Locating Information Problem/Solution Reasoning	<p>Integration of Knowledge and Ideas</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. Integrate information from several texts on same topic in order to write or speak about the subject knowledgeably.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ◦ Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions [Assessment available 5.3] #1 ◦ Identifies and uses the organizational structures of a nonfiction book to locate information..... #1 ◦ Evaluates print and electronic information for usefulness, relevance, and accuracy [Assessment available 5.5]. #1 ◦ Interprets information taken from maps, graphs, charts and other visuals #1 ◦ Determines important details..... #1 ◦ Draws and shares conclusions about the theme or focus of a work #2 	
	<p>Range of Reading and Level of Text Complexity</p> <p>RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ◦ Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. #2 	
	Informational Text		

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
READING STANDARDS FOR INFORMATIONAL TEXT			
TAGS Analyzing Evidence Illustrations Inferences Key Details Main Idea/ Central Message Summarizing	Key Ideas and Details RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Key Ideas and Details <ul style="list-style-type: none"> • Differentiates between important and unimportant details #1 • Makes inferences based on explicit information in text #1 • Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]. #1 	
Analyzing Author's Perspective Connotation Figurative Language Point of View	Craft and Structure RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Craft and Structure <ul style="list-style-type: none"> • Differentiates between important and unimportant details #1 • Makes inferences based on explicit information in text #1 • Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]. #1 	

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Argument Claims Comparing Conflicting Evidence Contrasting Evaluating Visual Information	<p>Integration of Knowledge and Ideas</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3] #1 Recognizes similarities and differences among authors writing on the same theme..... #2 Determines what information is needed to support the investigation and answer the questions..... #1 Summarizes information that answers research questions..... #1 Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]..... #1 	
Complex Text Literary Nonfiction	<p>Range of Reading and Level of Text Complexity</p> <p>RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> Identifies and pursues personal interests by reading widely in diverse formats and media #2 Reads a variety of genres in print and electronic format #2 Reads independently #2 	

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Evidence Explicit Text Inferences Interactions Main Idea/ Central Message Summarizing	Key Ideas and Details RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Key Ideas and Details <ul style="list-style-type: none"> • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. #1 • Recognizes the creator’s point of view; recognizes that there are diverse points of view that lead to different insights. #1 • Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]. #1 • Questions the difference between sources and seeks additional sources to resolve. #1 • Cites all sources used according to local style formats [Assessment available 7.7]. #1
Analyzing Author’s Perspective Connotation Figurative Language Organization Point of View	Craft and Structure RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Craft and Structure <ul style="list-style-type: none"> • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. #1 • Recognizes the creator’s point of view; recognizes that there are diverse points of view that lead to different insights #1 • Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]. #1

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	READING STANDARDS FOR INFORMATIONAL TEXT	
Analyzing Argument Claims Comparing Contrasting Evaluating Evidence Key Ideas Interpreting Persuasion Reasoning	<p>Integration of Knowledge and Ideas</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ◦ Participates in literary discussions and book clubs #2 ◦ Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level #2 ◦ States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1] #1 ◦ Determines what resources will most likely offer quality information #1 ◦ Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3] #1 ◦ Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4] #1 ◦ Questions the differences between sources and seeks additional sources to resolve #1 ◦ Forms opinions and judgments backed up by supporting evidence #1 ◦ Considers culturally divergent and opposing viewpoints on topics #3
Complex Text Literary Nonfiction	<p>Range of Reading and Level of Text Complexity</p> <p>RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ◦ Independently locates and selects information for personal, hobby, or vocational interests #2 ◦ Reads independently #2 ◦ Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level #2

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
READING STANDARDS FOR INFORMATIONAL TEXT			
TAGS Analyzing Categorization Comparing Connections Evidence Explicit Text Main Idea/ Central Message Relationships Summarizing	Key Ideas and Details RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Key Ideas and Details <ul style="list-style-type: none"> Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words #1 Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]. #1 Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]. #1 Analyzes disparate points of view discovered in different sources. #1 Draws conclusions based on explicit and implied information [Assessment available 8.6]. #1 	
Analyzing Author's Perspective Conflicting Evidence Conflicting Viewpoints Connotation Figurative Language Key Ideas Point of View Purpose	Craft and Structure RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Craft and Structure <ul style="list-style-type: none"> Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]. #1 Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]. #1 Analyzes disparate points of view discovered in different sources. #1 	

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Argument Claims Conflicting View- points Evaluating Evidence Persuasion Reasoning	Integration of Knowledge and Ideas RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> ◦ Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication. #1 ◦ Seeks balanced view by using diverse sources to access appropriate material . . . #1 ◦ Selects information based on authority and point of view #1 ◦ Compares online resources to seek global perspective #3 ◦ Identifies misconceptions and revises ideas as new information is gained. #1 ◦ Analyzes disparate points of view discovered in different sources. #1 ◦ Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]. #1 ◦ Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]. #1
Complex Text Literary Nonfiction	Range of Reading and Level of Text Complexity RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> ◦ Creates and shares reading experiences and responds in a variety of ways and formats. #2 ◦ Reads independently. #2

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Chronology Connections Evidence Facts Inference Main Idea Key details Questioning Sequence of Events Summarizing	Key Ideas and Details RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Key Ideas and Details <ul style="list-style-type: none"> Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] #1 Reads background information to discover the complexities of the problem or question and brainstorm ideas for further inquiry #2 Uses print and nonprint resources for information and personal needs; actively seeks answers to questions #1 Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.1] . . . #1 Focuses the purpose of the research by formulating specific questions to be answered #1
Analyzing Author's Perspective Claims Connotation Domain Specific Vocabulary Figurative Language Purpose Point of View	Craft and Structure RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Craft and Structure <ul style="list-style-type: none"> Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important. #1

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Argument Author's Perspective Claims Diverse Viewpoints Evaluate Key details Informational Texts Multimedia Point of View Primary source evidence Reasoning	<p>Integration of Knowledge and Ideas</p> <p>RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.9.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ◦ Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important #1 ◦ Uses print and nonprint resources for information and personal needs; actively seeks answers to questions #1 ◦ Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively . . . #1 ◦ Adjusts search strategies by comparing information gathered with the problem or question #1 ◦ Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3]. #1 ◦ Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]. #1 ◦ Uses multiple resources as a general rule to seek a balanced and global perspective #3
Complex Text Literary Nonfiction	<p>Range of Reading and Level of Text Complexity</p> <p>RI.9.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ◦ Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum #2 ◦ Reads a variety of fiction and nonfiction materials in various formats #2 ◦ Uses print and nonprint resources for information and personal needs; actively seeks answers to questions #2

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Analyzing Connections Facts Key Details Evaluating Explicit Text Interpreting Main Idea/Central Message Questioning Sequence of Events Summarizing Supporting Details	Key Ideas and Details RI.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). RI.10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Key Ideas and Details <ul style="list-style-type: none"> Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1] #1 Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research [Assessment available 10.2] #1 Maintains a list of effective search terms throughout the process of inquiry #1 Uses text structures to derive relationships among ideas and deeper or more subtle meaning. #1 Recognizes statements that can be verified #1 Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. #1 Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4] #1 	
Analyzing Audience Author's Perspective Claims Connotations Point of View Purpose	Craft and Structure RI.10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Craft and Structure <ul style="list-style-type: none"> Pursues a balanced perspective of fact, opinion, and different points of view . . . #1 	

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Argument Claims Comparing Cultural Perspective Diverse Viewpoints Evidence Information Texts Key Details Primary Source Evidence	Integration of Knowledge and Ideas RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> • Uses text structures to derive relationships among ideas and deeper or more subtle meaning. #1 • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. #1 • Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest. #2 • Recognizes statements that can be verified. #1 • Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]. #1 • Pursues a balanced perspective of fact, opinion, and different points of view . . . #1 • Considers alternative perspectives and evaluates differing points of view #2
Literary Nonfiction Complex Text	Range of Reading and Level of Text Complexity RI.10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> • Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking. #2

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
<p>Analyzing</p> <p>Evidence</p> <p>Explicit Text</p> <p>Inference</p> <p>interactions</p> <p>Main Idea/ Central Message</p> <p>Questioning</p> <p>Relationships</p> <p>Sequence of Events</p> <p>Summarizing</p>	<p>Key Ideas and Details</p> <p>RI.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p> <p>RI.11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis [Assessment available 11.1] #1 • Verifies the accuracy of what is known about the problem or question. #1 • 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 [Assessment available 11.3] #1 • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided #1 • Recognizes competing interpretations of historical events and issues and the reasons for those differences #1 • Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda). #1 • Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2] #1 • Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic #1 • Analyzes different points of view and determines the best supported point of view by sorting and sifting evidence. #1

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Author's Perspective Connotations Evaluating Figurative Language Persuasion	Craft and Structure RI.11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Craft and Structure <ul style="list-style-type: none"> ◦ Recognizes degree of bias (from slightly slanted point of view to heavily slanted propaganda) #1 ◦ Evaluates the authority of a source by assessing the credentials and reputation of the author, creator, and publisher. #1
	RI.11.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
	RI.11.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Argument Diverse Cultures Diverse Viewpoints Evaluating Informational Texts Opinion Problem/Solution Purpose Reasoning Visual Information	Integration of Knowledge and Ideas RI.11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> Verifies the accuracy of what is known about the problem or question #1 Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis [Assessment available 11.1] #1 Purses a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2] #1 Recognizes degree of bias (from slightly slanted point of view to heavily slanted propaganda) #1 Evaluates, paraphrases, summarizes and interprets information that answers research questions and gives an accurate picture of the research topic. #3 Recognizes competing interpretations of historical events and issues and the reasons for those differences #1 Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics #3
Complex Text Literary Nonfiction	Range of Reading and Level of Text Complexity RI.11.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided #1 Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career #2

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
READING STANDARDS FOR INFORMATIONAL TEXT			
TAGS Analyzing Evidence Interactions Main Idea/ Central Message Questioning Sequencing Summarizing	Key Ideas and Details RI.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). RI.12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Key Ideas and Details <ul style="list-style-type: none"> Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics #1 Explores problems or questions for which there are multiple answers or no “best” answer [Assessment available 12.1]. #1 Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]. #1 Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources #1 Builds a conceptual framework by synthesizing ideas gathered from multiple sources #1 	
Author’s Perspective Connotation Domain Specific Language Figurative Language Point of View Purpose	Craft and Structure RI.12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Craft and Structure <ul style="list-style-type: none"> Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2] #1 Independently recognizes gaps in information (based on the complexity of the problem or question) #1 	

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Literary Nonfiction	<p>Integration of Knowledge and Ideas</p> <p>RI.12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics #1 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources. #1 • Extends search beyond readily available sources to ensure accuracy and comprehensiveness #1 • Independently recognizes gaps in information (based on the complexity of the problem or question) #1 • Reads/listens to works of international and multicultural authors #2
	<p>Range of Reading and Level of Text Complexity</p> <p>RI.12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity</p>