

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Diverse Viewpoints	Comprehension and Collaboration	Comprehension and Collaboration
Key Details	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	- Formulates questions related to listening activities #1 - Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information #2 - Respects the ideas of others by listening and raising hands before speaking. #3 - Respects the ideas of others. #3 - Retells stories with the correct sequence of events. #2 - Presents facts and simple answers to questions [Assessment available K.5]. #1
Oral Text	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. c. Seek to understand and communicate with individuals from different cultural backgrounds.	
Questioning	SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
	SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Supporting Details Visual Information	Presentation of Knowledge and Ideas SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	Presentation of Knowledge and Ideas • Presents facts and simple answers to questions [Assessment available K.5] . . . #1 • Retells a story using words and pictures #2

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Identifies own strengths and sets goals for improvement.

STANDARD 3

- Begins to associate rules of the library with respect for rules and procedures.

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

SPEAKING AND LISTENING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Tags				
Diverse Cultures	Comprehension and Collaboration	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds.	Comprehension and Collaboration ◦ Restates/retells and asks questions about the topic, problem or question with guidance. #1 ◦ Practices giving positive feedback and giving compliments as modeled by librarian. #3 ◦ Asks, "What do I wonder about now?" [Assessment available 1.6]. #1 ◦ Adds to K-W-L chart constructed by class by helping develop questions for W – Wonder. #1	
Diverse Viewpoints				
Oral Text				
Questioning				
		SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
Graphics	Presentation of Knowledge and Ideas	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation.	Presentation of Knowledge and Ideas ◦ Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions [Assessment available 1.4]. #1	
Illustrations				
Images				
Key Details				

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

SPEAKING AND LISTENING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Connections	Comprehension and Collaboration	Comprehension and Collaboration
Dialogue	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	◦ Begins to understand concept of "audience." #1
Diverse Cultures	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	◦ Asks "I wonder" questions about the research topic [Assessment available 2.2]. #1
Diverse Viewpoints	b. Build on others' talk in conversations by linking their comments to the remarks of others.	◦ Writes, draws, or verbalizes the main idea and supporting details [Assessment available 2.4]. #1
Key details	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	◦ Expresses own ideas through creating products in a variety of formats. #2
Oral text	d. Seek to understand and communicate with individuals from different cultural backgrounds.	◦ Recognizes the right to express own opinion in an appropriate manner. #3
Questioning	SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
	SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Graphics Illustrations Images Sequence of events Visual Information	Presentation of Knowledge and Ideas SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Presentation of Knowledge and Ideas ◦ Begins to understand concept of “audience.” #1 ◦ Identifies the overall “big picture” idea by stating it orally or drawing a picture... #1 ◦ Presents information in a variety of ways [Assessment available 2.4]. #1 ◦ Recognizes the right to express own opinion in an appropriate manner. #3
	SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
	SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Uses ABC arrangement of books to locate materials.
- Uses authentic assessment rubrics modeled by librarian.
- **Identifies own strengths and sets goals for improvement [Assessment available 2.7].**

STANDARD 2

- **Returns materials when they are due so that others have access.**
- Uses online tools to read, send, or post electronic messages to peers, experts, and family members with guidance.
- Understand acceptable and unacceptable computer usage according to the Acceptable Use Policy related to use of technology.

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Connections	Comprehension and Collaboration	Comprehension and Collaboration
Dialogue	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	- Formulates questions about the topic with guidance. #1 - Questions text during reading or listening. #1 - Communicates new understandings through combining, predicting, illustrating and constructing. #1 - Uses visuals and multimedia to communicate meaning. #1 - Discusses problems and solutions in a work. #1 - Shows respect for and responds to the ideas of others. #3 - States the main idea [Assessment available 3.4]. #1
Diverse Cultures		
Diverse Viewpoints		
Key details	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. e. Seek to understand and communicate with individuals from different cultural backgrounds.	
Main Idea/ Central Message	SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Oral Text	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
Questioning		
Supporting details		
Visual Information		

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

SPEAKING AND LISTENING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Facts Graphics Images Visual Information	Presentation of Knowledge and Ideas	Presentation of Knowledge and Ideas
	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	- Communicates new understandings through combining, predicting, illustrating and constructing. #1 - Uses visuals and multimedia to communicate meaning. #1 - Identifies and evaluates the important features for a good product. #1 - Shows respect for and responds to the ideas of others. #3 Presents information clearly so that main points are evident [Assessment available 3.5]. #1
	SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

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

SPEAKING AND LISTENING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM	IEC STANDARD
Cultural Perspective	Dialogue	Comprehension and Collaboration SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.	Comprehension and Collaboration - Asks questions to clarify topics or details [Assessment available 4.2] #1 - Understands the concept of "audience"; determines audience before creating product. #1 - Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others. #1 - Restates ideas of others accurately and adds own perspective. #3 - Identifies and evaluates the important features for a good product [Assessment available 4.8] #1 - Understands the basic concept of plagiarism as copying the work of others. #3 - Identifies facts and details that support main ideas [Assessment available 4.6] #1	
	Diverse Cultures			
Evidence	Facts	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.		
	Key Ideas			
Organization	Questioning			
	Reasoning			
Supporting Details	Theme			
	Visual Information			

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

SPEAKING AND LISTENING STANDARDS	
TAGS	COMMON CORE
	Presentation of Knowledge and Ideas SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
	INFORMATION FLUENCY CONTINUUM IFC STANDARD Presentation of Knowledge and Ideas - Identifies and evaluates the important features for a good product [Assessment available 4.8]. #1 - Identifies facts and details that support main ideas [Assessment available 4.6] #1 - Understands the concept of “audience”; determines audience before creating product. #1

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Identifies own strengths and sets goals for improvement.

STANDARD 2

- Understands basic netiquette.

STANDARD 3

- Respects privacy of others (e-mail, files, passwords, sites).

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

SPEAKING AND LISTENING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS				
Analyzing	Comprehension and Collaboration			
Cultural Perspective	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			Actively listens to and restates others' ideas and contributes own ideas..... #1
Diverse Viewpoints				Relies on feedback to figure out how to improve product and process #1
Key Ideas				Considers multiple viewpoints and cultural perspectives. #2
Main Idea/Central Message				Determines important details..... #1
Multimedia				Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions [Assessment available 5.3] #1
Questioning				Uses prior knowledge and experiences to understand new facts and ideas #1
Opinion				Uses a variety of technology tools chosen by librarian or teacher to create products #1
Persuasion				
Point of View				
Summarizing				
Supporting Details				
Theme				
Visual Information				

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

TAGS	COMMON CORE	SPEAKING AND LISTENING STANDARDS	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Presentation of Knowledge and Ideas ◦ Determines important details. #1 ◦ Draws and shares conclusions about the theme or focus of a work. #2 ◦ Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. #2 ◦ Understands literal meanings and can identify the main points and supporting details. #2 ◦ Forms opinion and uses evidence from text to back it up [Assessment available 5.7]. #1 ◦ Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions [Assessment available 5.3]. #1 ◦ Evaluates print and electronic information for usefulness, relevance, and accuracy [Assessment available 5.5]. #1 ◦ Identifies and evaluates the important features for a good product. #1 ◦ Uses a variety of technology tools chosen by librarian or teacher to create products #1	

ADDITIONAL INFORMATION: FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Identifies own strengths and sets goals for improvement.

STANDARD 2

- Develops basic search skills for online and database searching related to personal interests.

STANDARD 3

- Discusses responsible use and misuse of technology and describes personal consequences of inappropriate use of information and technology.

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

SPEAKING AND LISTENING STANDARDS			INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE			
Analyzing	Comprehension and Collaboration		Comprehension and Collaboration	
Argument	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		• Drafts the presentation/product tailored to the audience. #1	
Claims			• Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]. #1	
Counterclaims	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		• Encourages team members to share ideas and opinions. #3	
Diverse Cultures			• Participates in literary discussions and book clubs. #2	
Diverse Perspectives	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		• Demonstrates tolerance for different opinions. #3	
Evidence	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		• Differentiates between important and unimportant details. #1	
Interpreting			• Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3] #1	
Key Details				
Key Ideas	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			
Persuasion	e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.			
Reasoning	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			
Visual Information	a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.			
	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Claims	Presentation of Knowledge and Ideas	Presentation of Knowledge and Ideas	
Facts	SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	- Drafts the presentation/product tailored to the audience. - Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]	#1
Main Idea/Central Message	SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]	#1
Multimedia			
Theme			
Visual Information	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

ADDITIONAL INFORMATION: FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Recognizes the organization and use of special sections in the library (e.g. reference, graphic novels, paperbacks).

STANDARD 3

- Discusses privacy and cyberbullying related to safe and responsible use of information and communication technology.
- Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly.

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

SPEAKING AND LISTENING STANDARDS			
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Analyzing	Comprehension and Collaboration SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	Comprehension and Collaboration ◦ Publishes final product for a particular audience and purpose #1 ◦ Participates in literary discussions and book clubs #2 ◦ Asks questions of others in a group to elicit their information and opinions #3 ◦ Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences #3 ◦ Considers culturally divergent and opposing viewpoints on topics #3 ◦ Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6] #1 ◦ Forms opinions and judgments backed up by supporting evidence. #1	
Claims			
Evaluating			
Evidence			
Explicit Text			
Diverse Cultures			
Diverse Perspectives			
Main Idea/ Central Message			
Persuasion			
Reasoning			
Supporting Details			
Visual Information			

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
	Comprehension and Collaboration (continued) SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
Claims Facts Key Details Multimedia Visual Information	Presentation of Knowledge and Ideas SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Presentation of Knowledge and Ideas ◦ Publishes final product for a particular audience and purpose #1 ◦ Participates in literary discussions and book clubs. #2 ◦ Asks questions of others in a group to elicit their information and opinions. . . . #3 ◦ Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences #3

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

SPEAKING AND LISTENING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE		
Analyzing Argument Claims Connections Cultural Perspective Diverse Cultures Evidence Persuasion Purpose Questioning Reasoning Visual Information	Comprehension and Collaboration		Comprehension and Collaboration
	SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		• Creates products for authentic reasons and audiences [Assessment available 8.7] #1
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		• Creates and shares reading experiences and responds in a variety of ways and formats. #2
	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		• Experiments with various types of multimedia software and online applications for artistic and personal expression. #2
	c. Pose questions that connect the ideas of several speakers and respond to others' question and comments with relevant evidence, observations, and ideas.		• Helps to organize and integrate contributions of all group members into projects #3
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		• Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences #3
	e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.		• Participates in literary discussions and book clubs. #2
	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		• Compares online resources to seek global perspective. #3
	a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.		
	SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Claims	Presentation of Knowledge and Ideas	Presentation of Knowledge and Ideas
Evidence	SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	- Creates products for authentic reasons and audiences [Assessment available 8.7] #1 - Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication #1 - Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback. #1 - Creates and shares reading experiences and responds in a variety of ways and formats #2 - Experiments with various types of multimedia software and online applications for artistic and personal expression. #2
Key Details		
Multimedia	SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
Visual Information	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Identifies own strengths and sets goals for improvement.

STANDARD 3

- Understands the concept of freedom of expression and the role that it plays in democracy.

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

SPEAKING AND LISTENING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Categorization Connections Conflicting Viewpoints Cultural Perspective Dialogue Diverse Cultures Evaluating Evidence Multimedia Opinion Organization Persuasion Point of View Questioning Summarizing Theme	Comprehension and Collaboration		Comprehension and Collaboration	
	SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		• Shares reading experiences and expresses own ideas through creative products in a variety of formats.#2 • Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members#3	
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		• Focuses the purpose of the research by formulating specific questions to be answered.#1 • Understands and builds on the ideas of others#1	
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.		• Uses multiple resources as a general rule to seek a balanced and global perspective#3	
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		• Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details.#1	
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		• Combines ideas and information to develop and demonstrate new understanding#1	
	e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.		• Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2].#1	
	SL.9.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			
	SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Audience Multimedia Organization Persuasion Purpose Reasoning Visual Evidence	Presentation of Knowledge and Ideas SL.9.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Presentation of Knowledge and Ideas • Presents conclusions to answer question or problem #1 • Uses visuals, electronic tools and multimedia to communicate meaning #1 • Shares reading experiences and expresses own ideas through creative products in a variety of formats #1
	SL.9.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
	SL.9.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Identifies own strengths and sets goals for improvement.

STANDARD 3

- Observes Internet safety procedures including safeguarding personal information and equipment.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

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

COMMON CORE		SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD	
TAGS					
Cultural Perspective					
Dialogue					
Diverse Viewpoints					
Evaluating					
Evidence					
Questioning					
Point of View					
Questioning					
Reasoning					
Summarizing					
Theme					
Comprehension and Collaboration		Comprehension and Collaboration		Comprehension and Collaboration	
SL.10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				- Participates in and leads literary discussions and book clubs #2 - Seeks ideas and opinions from others, including experts in the field #3 - Uses online tools to collaborate, publish and interact with peers, experts and other audiences #3 - Pursues a balanced perspective of fact, opinion, and different points of view #1 - Critically examines and analyzes information from a variety of sources to discover relationships among ideas #1 - Considers alternative perspectives and evaluates differing points-of-view #2 - Identifies and evaluates the important and subtle features for an effective product #1 - Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness #1 - Recognizes statements that can be verified #1	
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.					
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.					
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.					
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.					
e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.					

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD	
TAGS	COMMON CORE		
	SL.10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		
Audience Evidence Multimedia Organization Purpose Reasoning Supporting Details Visual Evidence Visual Information	Presentation of Knowledge and Ideas SL.10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Presentation of Knowledge and Ideas - Identifies and evaluates the important and subtle features for an effective product #1 - Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence. #1 - Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application. #1 - Uses collaborative and independent digital tools to record and organize information #1	

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Records individual experiences of the inquiry process—the hardest part, the best part, skills learned, insights experienced, etc.—with suggestions for future improvements [Assessment available 10.6].

STANDARD 3

- 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.

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Audience	Comprehension and Collaboration SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	Comprehension and Collaboration - Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5] #1 - Publishes final product for an authentic audience and real world application. . . #1 - Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis [Assessment available 11.1] #1 - Categorizes information; adds new categories as necessary; explores connections among categories #1 - Analyzes different points of view and determines best supported point of view by sorting and sifting evidence.. . . . #1 - Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics. #3 - Presents different perspectives with evidence for each [Assessment available 11.5] #1 - Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture on the research topic #1 - Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided #1 - Recognizes degree 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 the authority of a source by assessing the credentials and reputation of the author, creator and publisher #1 - Identifies and addresses previously held misconceptions #1	
Claims			
Cultural Perspective			
Conflicting Viewpoints			
Dialogue			
Diverse Viewpoints			
Evaluating			
Evidence			
Organization			
Persuasion			
Point of View			
Questioning			
Reasoning			
Supporting details			
Visual Evidence			

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

SPEAKING AND LISTENING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS		SL.11.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
	Argument Audience Evidence Organization Reasoning	Presentation of Knowledge and Ideas SL.11.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Presentation of Knowledge and Ideas - Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5]. #1 - Publishes final product for an authentic audience and real world application. . . . #1

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Applies technology productivity tools to meet personal needs and establish a responsible online personal presence.

STANDARD 3

- Demonstrates awareness of fair use guidelines and acquires permission from creator when necessary.

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Evaluation Evidence Dialogue Diverse Cultures Diverse Viewpoints Point of View	Comprehension and Collaboration SL.12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	Comprehension and Collaboration - Communicates new understandings through designing, inventing, composing, transplanting and constructing #1 - Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences #3 - Changes own ideas based on the ideas of others #1 Develops own point of view and supports with evidence [Assessment available 12.4] #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 - Maintains an open attitude about new areas of the subject that were previously unknown or overlooked. #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 - Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics #1

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

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM		IFC STANDARD
TAGS	COMMON CORE			
	SL.12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	- Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective#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 - Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information).#2 - Reads/listens to works of international and multicultural authors#2 - Builds a conceptual framework by synthesizing ideas gathered from multiple sources.#1		
Argument Audience Evidence Organization Reasoning	Presentation of Knowledge and Ideas SL.12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Presentation of Knowledge and Ideas - Communicates new understandings through designing, inventing, composing, transplanting and constructing#1 - Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences.#3		