

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing	Text Types and Purposes WHST.6.1. Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Text Types and Purposes • Finds areas of passion or interest within topics of study #1 • Follows a complete research plan and stays on a timeline. #1 • Identifies key words and ideas that appear in background information and class conversation. #1 • Recognizes characteristics of good questions. #1 • Determines what information is needed to support the investigation and answer the questions. #1 • Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves [Assessment available 6.1]. . . . #1 • Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research. #1 • Evaluates electronic and print information to determine whether it is inaccurate or misleading #1 • Uses both primary and secondary sources [Assessment available 6.2] #1 • Summarizes information that answers research questions #1 • Differentiates between important and unimportant details #1 • Takes notes using one or more of a variety of note-taking strategies #1 • Relates new information to prior knowledge #1 • Makes inferences based on explicit information in text. #1 • Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools. #1 • Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3] #1 • Uses pre-writing to discover alternate ways to present conclusions. #1
Argument		
Categorization		
Claims		
Counterclaims		
Domain Specific Vocabulary		
Evidence		
Explanatory Texts		
Facts		
Graphics		
Informational Texts		
Key Details		
Multimedia		
Organization		
Purpose		

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Quotation Reasoning Relationships Relevance Visual Information	WHST.6.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the argument presented.	◦ Drafts the presentation/product tailored to the audience. #1 ◦ Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]. #1 ◦ Assesses own work and begins to develop own revision process. #1 ◦ Works collaboratively with peers to use technology for research to meet information needs #3 ◦ Understands the concept of plagiarism and the importance of paraphrasing #3

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES/SCIENCE, AND TECHNICAL SUBJECTS			
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Audience Organization Purpose Relationships	Production and Distribution of Writing	Production and Distribution of Writing	
	WHST.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools #1	
	WHST.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Uses pre-writing to discover alternate ways to present conclusions. #1	
	WHST.6.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Drafts the presentation/product tailored to the audience. #1 Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]. #1 Assesses own work and begins to develop own revision process. #1 Works collaboratively with peers to use technology for research to meet information needs. #3 Understands the concept of plagiarism and the importance of paraphrasing #3	

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS			
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Analyzing Evaluating Evidence Informational Text Quotation Search Tools Visual Evidence	Research to Build and Present Knowledge WHST.6.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6.9. Draw evidence from informational texts to support analysis, reflection, and research.	Research to Build and Present Knowledge • Finds areas of passion or interest within topics of study #1 • Follows a complete research plan and stays on a timeline. #1 • Identifies key words and ideas that appear in background information and class conversation..... #1 • Recognizes characteristics of good questions..... #1 • Determines what information is needed to support the investigation and answer the questions. #1 • Evaluates electronic and print information to determine whether it is inaccurate or misleading. #1 • Summarizes information that answers research questions..... #1 • Differentiates between important and unimportant details. #1 • Takes notes using one or more of a variety of note-taking strategies. #1 • Makes inferences based on explicit information in text #1 • Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools #1 • Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]. #1 • Works collaboratively with peers to use technology for research to meet information needs..... #3	
Audience Purpose	Range of Writing WHST.6.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Range of Writing • Finds areas of passion or interest within topics of study #1 • Drafts the presentation/product tailored to the audience. #1 • Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]. #1	

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing	Text Types and Purposes WHST.7.1. Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Text Types and Purposes • States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1] #1 • Uses multiple sources to acquire background information and brainstorm ideas for further inquiry. #1 • Writes questions independently based on key ideas or areas of focus. #1 • Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis [Assessment available 7.2] #1 • Determines what resources will most likely offer quality information. #1 • Considers culturally divergent and opposing viewpoints on topics. #13 • Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials. #1 • Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum. #1 • Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. #1 • Questions the differences between sources and seeks additional sources to resolve. #1 • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. #1 • Uses the structure and navigation tools of a Website to find the most relevant information #1
Argument		
Categorization		
Claims		
Counterclaims		
Domain Specific Vocabulary		
Evidence		
Explanatory texts		
Graphics		
Informational Text		
Key Details		
Organization		
Quotation		
Reasoning		
Relevance		
Visual Information		

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Quotation	WHST.7.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the argument presented.	• Evaluates and paraphrases information that answers research questions. #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 • Takes notes by paraphrasing or using quotation marks when using someone else's words. #3 • Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]. #1 • Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions [Assessment available 7.5] #1 • Forms opinions and judgments backed up by supporting evidence. #1 • Cites all sources used according to local style formats [Assessment available 7.7]. #1 • Publishes final product for a particular audience and purpose #1 • Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment #1
Reasoning		
Relationships		
Relevance		
Visual Information		

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TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Organization Purpose Relationships	Production and Distribution of Writing WHST.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. WHST.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Production and Distribution of Writing • Publishes final product for a particular audience and purpose. #1 • Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment #1
	Research to Build and Present Knowledge WHST.7.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.7.9. Draw evidence from informational texts to support analysis, reflection, and research.	Research to Build and Present Knowledge • States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1] #1 • Uses multiple sources to acquire background information and brainstorm ideas for further inquiry. #1 • Writes questions independently based on key ideas or areas of focus. #1 • Determines what resources will most likely offer quality information #1 • Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials. #1 • Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum. #1 • Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources #1

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TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		• Questions the differences between sources and seeks additional sources to resolve. #1 • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. #1 • Evaluates and paraphrases information that answers research questions. #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 • Takes notes by paraphrasing or using quotation marks when using someone else's words. #1 • Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6] #1 • Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions [Assessment available 7.5] #1 • Cites all sources used according to local style formats [Assessment available 7.7] #1 • Publishes final product for a particular audience and purpose. #1 • 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

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TAGS	COMMON CORE	
Audience Purpose	Range of Writing WHST.7.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Range of Writing

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 2

- Participates in literary discussions and book clubs.

STANDARD 3

- Asks questions of others in a group to elicit their information and opinions.
- Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences.
- Discusses security, piracy and downloading related to safe and responsible use of information and communication technology.
- Uses programs and Internet sites responsibly, efficiently, and ethically.
- Observes Internet safety procedures, including safeguarding personal information and equipment.

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM		IPC STANDARD
TAGS	COMMON CORE			
	Text Types and Purposes	Text Types and Purposes		
Analyzing	WHST.8.1. Write arguments focused on discipline-specific content.	Revises the question or problem as needed to arrive at a manageable topic for inquiry [Assessment available 8.1] #1		
Argument	a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. #1		
Categorization	b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Plans inquiry to test hypothesis or validate thesis #1		
Claims		Refines questions to guide the search for different types of information [Assessment available 8.2] #1		
Counterclaims		Uses different formats (e.g. books, Websites, subscription databases, multimedia, graphs, charts, amps and diagrams) as sources of information [Assessment available 8.3] #1		
Domain Specific Vocabulary		Seeks balanced view by using diverse sources to access appropriate material ... #1		
Evidence		Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4] #1		
Explanatory texts		Selects information based on authority and point of view #1		
Graphics		Compares online resources to seek global perspective #3		
Informational Text		Analyzes disparate points of view discovered in different sources #1		
Key Details		Recognizes that own point of view influences the interpretation of information [Assessment available 8.5] #1		
Organization				
Quotation				
Reasoning				
Relevance				
Visual Information				

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	WHST.8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the argument presented.	- Identifies misconceptions and revises ideas as new information is gained. #1 - Draws conclusions based on explicit and implied information [Assessment available 8.6]. #1 - Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate. #1

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS			
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Audience Organization Purpose Relationships	Production and Distribution of Writing	Production and Distribution of Writing	
	WHST.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Creates products for authentic reasons and audiences [Assessment available 8.7]. #1	
	WHST.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	- Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback #1 - Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication. #1	
	WHST.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	- Experiments with various types of multimedia software and online applications for artistic and personal expression. #2 - 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 - Gathers and uses information ethically by citing all sources. #3 - Credits sources by using correct bibliographic format #3	

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TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing	Research to Build and Present Knowledge WHST.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.8.9. Draw evidence from informational texts to support analysis, reflection, and research.	Research to Build and Present Knowledge - Revises the question or problem as needed to arrive at a manageable topic for inquiry [Assessment available 8.1] #1 - Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. #1 - Plans inquiry to test hypothesis or validate thesis. #1 - Refines questions to guide the search for different types of information [Assessment available 8.2] #1 - Uses different formats (e.g. books, Websites, subscription databases, multimedia, graphs, charts, amps and diagrams) as sources of information [Assessment available 8.3] #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 - Analyzes disparate points of view discovered in different sources. #1 - Identifies misconceptions and revises ideas as new information is gained. #1 - Draws conclusions based on explicit and implied information [Assessment available 8.6] #1 - Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate #1 - Creates products for authentic reasons and audiences [Assessment available 8.7] #1 - Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback. #1 - Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication . . #1
Evaluating		
Evidence		
Informational Texts		
Questioning		
Quotation		
Search Tools		
Visual Evidence		

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		- Experiments with various types of multimedia software and online applications for artistic and personal expression #2 - 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 - Gathers and uses information ethically by citing all sources #3 - Credits sources by using correct bibliographic format #3
	Range of Writing WHST.8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Range of Writing

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Identifies own strengths and sets goals for improvement.

STANDARD 2

- Participates in literary discussions and book clubs.
- Understands literal and implied meanings and can place the meaning in a conceptual framework.

STANDARD 3

- Understands the concept of freedom of expression and the role that it plays in democracy.
- Helps to organize and integrate contributions of all group members into project.
- Discusses copyright related to safe and responsible use of information and communication technology.

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Argument	Text Types and Purposes	Text Types and Purposes
Claims	WHST.9.1. Write arguments focused on discipline-specific content.	Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] #1
Connections	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Focuses the purpose of the research by formulating specific questions to be answered. #1
Counterclaims		Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important. #1
Domain Specific Vocabulary		Brainstorms ideas for further information. #1
Evidence	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Uses search strategies to broaden and narrow searches and locate appropriate resources. #1
Explanatory Text		Uses technology resources such as the online catalog, online encyclopedias, online databases, web subject directories, and links from valid websites to locate primary and secondary information on topics of inquiry. #1
Graphics		Uses a variety of search engines to do advanced searching. #1
Informational Text	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fit information needs effectively. #1
Key Details		Adjusts search strategies by comparing information gathered with the problem or question. #1
Multimedia	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details. #1
Organization		
Quotation	e. Provide a concluding statement or section that follows from or supports the argument presented.	
Reasoning		
Relationships		
Supporting details		

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TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	WHST.9.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	• Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3] #1 • Takes notes by paraphrasing, summarizing, or selecting short segments to quote #1 • Combines ideas and information to develop and demonstrate new understanding #3 • Organizes information independently deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]. #1 • Presents conclusions to answer the question or problem #1

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TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Organization Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	WHST.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3] #1 • Takes notes by paraphrasing, summarizing, or selecting short segments to quote #3 • Organizes information independently deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4] #1 • Uses visuals, electronic tools, and multimedia to communicate meaning #1 • Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members. #3
	WHST.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	WHST.9.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Analyzing Evidence Informational Texts Organization Problem/ Solution Relevance Questioning	Research to Build and Present Knowledge	Research to Build and Present Knowledge
	WHST.9.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	• Reads background information to discover the complexities of the problem or questions and brainstorm ideas for further inquiry #1 • Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] #1 • Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2] #1 • Focuses the purpose of the research by formulating specific questions to be answered #1 • Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important #1 • Uses multiple resources as a general rule to seek a balanced and global perspective. #1 • Brainstorms ideas for further information. #1
	WHST.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
	WHST.9.9. Draw evidence from informational texts to support analysis, reflection, and research.	

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		◦ Uses search strategies to broaden and narrow searches and locate appropriate resources #1 ◦ Uses print and nonprint resources for information and personal needs; actively seeks answers to questions. #1 ◦ Uses technology resources such as the online catalog, online encyclopedias, online databases, web subject directories, and links from valid websites to locate primary and secondary information on topics of inquiry #3 ◦ Uses a variety of search engines to do advanced searching. #1 ◦ Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fit information needs effectively #1 ◦ Adjusts search strategies by comparing information gathered with the problem or question #2 ◦ Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details #1 ◦ Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3] #1 ◦ Takes notes by paraphrasing, summarizing, or selecting short segments to quote. #3 ◦ Combines ideas and information to develop and demonstrate new understanding #1 ◦ Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4] #1 ◦ Understands and builds on the ideas of others. #1 ◦ Presents conclusions to answer the question or problem #1

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	Range of Writing WHST.9.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Range of Writing

ADDITIONAL INFORMATION: FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Identifies own strengths and sets goals for improvement [Assessment available 9.5]

STANDARD 2

- Shares reading experiences and expresses own ideas through creative products in a variety of formats.

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Argument	Text Types and Purposes	Text Types and Purposes
Claims	WHST.10.1. Write arguments focused on discipline-specific content.	Recognizes statements that can be verified. #1
Connections	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) #1
Counterclaims		Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness #1
Domain Specific Vocabulary		Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. #1
Evidence	b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Considers alternative perspectives and evaluates differing points-of-view #3
Explanatory Text		Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns #1
Graphics		Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest #3
Informational Text	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4] #1
Key Details		Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1] #1
Multimedia	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Maintains a list of effective search terms throughout the process of inquiry #1
Organization		Refines questions to provide a framework for the inquiry and to fulfill the purpose of research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue [Assessment available 10.2] #1
Quotation	e. Provide a concluding statement or section that follows from or supports the argument presented.	Uses specialized reference materials to find specific and in-depth information #1
Reasoning		Pursues a balanced perspective of fact, opinion, and different points of view. #1

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	WHST.10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Organization Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	WHST.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Uses collaborative and independent digital tools to record and organize information #1
	WHST.10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	• 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
	WHST.10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	• Uses online tools to collaborate, publish and interact with peers, experts, and other audiences #1

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM		IFC STANDARD
TAGS	COMMON CORE	Research to Build and Present Knowledge	Research to Build and Present Knowledge	
Analyzing Evidence	Research to Build and Present Knowledge WHST.10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1] #1	Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1] #1	
Informational Texts		Maintains a list of effective search terms throughout the process of inquiry #1	Maintains a list of effective search terms throughout the process of inquiry #1	
Organization		Refines questions to provide a framework for the inquiry and to fulfill the purpose of research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue [Assessment available 10.2] #1	Refines questions to provide a framework for the inquiry and to fulfill the purpose of research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue [Assessment available 10.2] #1	
Problem/Solution		Seeks ideas and opinions from others, including experts in the field #3	Seeks ideas and opinions from others, including experts in the field #3	
Relevance		Uses specialized reference materials to find specific and in-depth information . . #1	Uses specialized reference materials to find specific and in-depth information . . #1	
Questioning		Conducts advanced Web searches using Boolean logic and other sophisticated search functions [Assessment available 10.3] #1	Conducts advanced Web searches using Boolean logic and other sophisticated search functions [Assessment available 10.3] #1	
		Recognizes statements that can be verified. #1	Recognizes statements that can be verified. #1	
		Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) #1	Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) #1	
		Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness #1	Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness #1	
		Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas #1	Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas #1	
		Considers alternative perspectives and evaluates differing points-of-view #1	Considers alternative perspectives and evaluates differing points-of-view #1	
		Pursues a balanced perspective of fact, opinion, and different points of view . . #1	Pursues a balanced perspective of fact, opinion, and different points of view . . #1	
		Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns #1	Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns #1	
		Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4] #1	Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4] #1	
		Cites all sources used according to standard style formats [Assessment available 10.5] #1	Cites all sources used according to standard style formats [Assessment available 10.5] #1	
		Records individual experience with the inquiry process—the hardest part, best part, skills learned, insights experienced, etc.—with suggestions for future improvements [Assessment available 10.6] #1	Records individual experience with the inquiry process—the hardest part, best part, skills learned, insights experienced, etc.—with suggestions for future improvements [Assessment available 10.6] #1	

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Purpose	Range of Writing WHST.10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Range of Writing

ADDITIONAL INFORMATION: FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Identifies and evaluates the important and subtle features of an effective product.

STANDARD 2

- Participates in and leads literary discussions and book clubs.

STANDARD 3

- Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).
- 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 those risks.

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience	Text Types and Purposes	Text Types and Purposes
Claims	WHST.11.1. Write arguments focused on discipline-specific content.	Verifies the accuracy of what is known about the problem or question. #1
Counterclaims	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	Plans inquiry to systematically test hypothesis or gather evidence to validate thesis [Assessment available 11.1]. #1
Domain Specific Vocabulary		Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher. #1
Explanatory Text		Categorizes information; adds new categories as necessary; explores connections among categories. #1
Facts	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. #1
Graphics		Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided. #1
Informational Texts		Analyzes different points of view and determines best supported point of view by sorting and sifting evidence. #1
Key Details		Recognizes competing interpretations of historical events and issues and the reasons for those differences. #1
Multimedia	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Recognizes degrees of bias (from slightly slanted point-of-view to heavily slanted propaganda). #1
Organization		Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]. . . #1
Patterns		Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics #3
Quotations	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Identifies and addresses previously held misconceptions #1
Reasons		Understands the concept and consequences of plagiarism. #3
Relationships		Presents different perspectives with evidence for each [Assessment available 11.4]. #1
Sequence of Events	e. Provide a concluding statement or section that follows from or supports the argument presented.	

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	WHST.11.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	◦ Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5].....#1 ◦ Assesses and revises own work using own revision process#1 ◦ Publishes final product for an authentic audience and real world application.....#1 ◦ Demonstrates awareness of fair use guidelines and acquires permission from the creator when necessary.....#3

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Organization Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5] #1
	WHST.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	- Assesses and revises own work using own revision process #1 - Publishes final product for an authentic audience and real world application #1
	WHST.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Claims Counterclaims Domain Specific Vocabulary Explanatory Text Informational Texts Key Details Multimedia Problem/Solution Quotations Search Tools Sequence of Events	Research to Build and Present Knowledge	Research to Build and Present Knowledge
	WHST.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	- Verifies the accuracy of what is known about the problem or question. #1 Plans inquiry to systematically test hypothesis or gather evidence to validate thesis [Assessment available 11.1] #1 - Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher. #1 - Categorizes information; adds new categories as necessary; explores connections among categories. #1 - Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. #1 - Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided. #1 - Analyzes different points of view and determines best supported point of view by sorting and sifting evidence. #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
	WHST.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	- Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics. #3 - Identifies and addresses previously held misconceptions. #1 - Understands the concept and consequences of plagiarism. #3 Presents different perspectives with evidence for each [Assessment available 11.4] #1 Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5] #1 - Assesses and revises own work using own revision process. #1 - Publishes final product for an authentic audience and real world application. . . . #1 - Demonstrates awareness of fair use guidelines and acquires permission from the creator when necessary. #3
	WHST.11.9. Draw evidence from informational texts to support analysis, reflection, and research.	

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Purpose	Range of Writing WHST.11.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Range of Writing

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 2

- Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on the same subject.
- Applies technology productivity tools to meet personal needs and establish a responsible online personal presence.

STANDARD 3

- Participates in discussions with others to analyze information problems and to suggest solutions.

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Argument	Text Types and Purposes	Text Types and Purposes
Audience	WHST.12.1. Write arguments focused on discipline-specific content.	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
Claim	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	Maintains an open attitude about new areas of the subject that were previously unknown or overlooked.#1
Counterclaims		Explores problems or questions for which there are multiple answers or no "best" answer [Assessment available 12.1].#1
Domain Specific Vocabulary		Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2].#1
Evidence	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.#1
Explanatory Text		Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.#1
Facts		Extends search beyond readily available sources to ensure accuracy and comprehensiveness.#1
Graphics		Independently recognizes gaps in information (based on the complexity of the problem or question).#1
Multimedia	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Develops own point of view and supports with evidence [Assessment available 12.4].#1
Reasons		
Sequence of Events	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
Supporting details	e. Provide a concluding statement or section that follows from or supports the argument presented.	

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM • IFC STANDARD
	WHST.12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	- Changes own ideas based on the ideas of others.#1 - 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 - Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary [Assessment available 12.5].....#1 - Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material.#3

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Purpose Organization	Production and Distribution of Writing WHST.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Production and Distribution of Writing Communicates new understandings through designing, inventing, composing, transplanting and constructing. #1
	WHST.12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences. #3
	WHST.12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	- Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary [Assessment available 12.5] #1 - Changes own ideas based on the ideas of others #1 - Develops own point of view and supports with evidence [Assessment available 12.4] #1

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Diverse Viewpoints Informational Texts Locating Information Problem/Solution Purpose Questioning Search Tools	Research to Build and Present Knowledge WHST.12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Research to Build and Present Knowledge • 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
	WHST.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	• Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics #1 • 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
	WHST.12.9. Draw evidence from informational texts to support analysis, reflection, and research.	• Independently recognizes gaps in information (based on the complexity of the problem or question)..... #1 • Develops own point of view and supports with evidence [Assessment available 12.4] #1 • Changes own ideas based on the ideas of others. #1 • 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. #1 • Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary [Assessment available 12.5] #1 • Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material. #3

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM		IFC STANDARD
TAGS	COMMON CORE			
Audience	Range of Writing	Range of Writing		
Purpose	WHST.12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Asks, "What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices?"

STANDARD 2

- Uses information to address personal issues and investigate opportunities for the future
- Reads/listens to works of international and multicultural authors.

STANDARD 3

- Can explain First Amendment rights and knows the process available to defend those rights.