

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

COMMON CORE		WRITING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Explanatory Text Informational Text Narrative Opinion Sequence of Events	Text Types and Purposes W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	Text Types and Purposes • Uses materials provided to find answers to questions posed #1 • Demonstrates simple organizational skills such as sorting and categorizing [Assessment available K.4]..... #1 • Presents facts and simple answers to questions [Assessment available K.5]..... #1	
	W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
	W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
Questioning Supporting Details	Production and Distribution of Writing W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Production and Distribution of Writing • Respects the ideas of others. #3 • Respects the ideas of others by listening and raising hands before speaking. #3 • Works collaboratively with a small group using technology for research to meet information needs..... #3	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFG STANDARD
Opinion Questioning	Research to Build and Present Knowledge W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Research to Build and Present Knowledge • Connects ideas to own interests [Assessment available K.1]. #1 • Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information. #2 • Recognizes the works of a single author. #2 • Uses materials provided to find answers to questions posed. #1
	W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	W.K.9. (Begins in grade 4).	
	Range of Writing W.K.10. (Begins in grade 3).	
Theme	Responding to Literature W.K.11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Explanatory Texts Facts Informational Texts Narrative Sequence of Events Supporting Details Opinion Reasons / Reasoning	Text Types and Purposes W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Text Types and Purposes • Share what is known about the general topic to elicit and make connections to prior knowledge [Assessment 1.1] #1 • Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions [Assessment available 1.4] #1 • Completes the L portion of the K-W-L chart with what new ideas were learned. . . #1 • Uses writing process to develop expression of new understandings. #1 • Distinguishes between what is factual and imaginary. #2
Supporting Details	Production and Distribution of Writing W.1.4. (Begins in grade 3). W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Production and Distribution of Writing • Uses writing process to develop expression of new understandings. #1 • Works cooperatively with peers, family members, and others when using technology in the classroom or at home #3 • Restates/retells and asks questions about the topic, problem or question with guidance. #1

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Facts Questioning Summarizing	Research to Build and Present Knowledge W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.9. (Begins in grade 4).	Research to Build and Present Knowledge ◦ Adds to K-W-L chart constructed by class by helping develop questions for W – Wonder #1 ◦ Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions [Assessment available 1.4] #1 ◦ Contributes to a group media project to communicate ideas to classmates, families, and others #3 ◦ Share what is known about the general topic to elicit and make connections to prior knowledge [Assessment available 1.1]. #1
	Range of Writing W.1.10. (Begins in grade 3).	Range of Writing
	Responding to Literature W.1.11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	Responding to Literature ◦ Contributes to a group media project to communicate ideas to classmates, families, and others. #3

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

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM		IFC STANDARD
TAGS	COMMON CORE			
Connections	Text Types and Purposes	Text Types and Purposes		
Explanatory Texts	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (<i>e.g., because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	- Follows a modeled inquiry process during each visit to the library to do research [Assessment available 2.3]..... #1 - Identifies the overall “big picture” idea by stating it orally or drawing a picture. . #1 - Asks “I wonder” questions about the research topic [Assessment available 2.2]..... #1 - Writes, draws, or verbalizes the main idea and supporting details [Assessment available 2.4]..... #1 - Uses simple note-taking strategies as demonstrated by librarian/teacher. #1 - Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences. #3 - Recognizes the right to express own opinion in an appropriate manner..... #3		
Facts	W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
Informational Texts	W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			
Narrative				
Opinion				
Reasoning				
Sequence of Events				
Supporting details	Production and Distribution of Writing	Production and Distribution of Writing		
	W.2.4. (Begins in grade 3).	- Asks “I wonder” questions about the research topic [Assessment available 2.2]..... #1 - Uses technology tools chosen by teacher or librarian to create written products. #1 - Expresses own ideas through creating products in a variety of formats. #2 - Begins to understand concept of “audience.” #1 - Presents information in a variety of ways [Assessment available 2.6]. #1 - Credits sources by citing author and title. #3 - Identifies the names of sources used. #1 - Uses online tools to read, send, or post electronic messages to peers, experts, and family members with guidance. #3 - Uses feedback from others to create individual and collaborative projects. #3		
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
	W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Facts Questioning Summarizing	Research to Build and Present Knowledge W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). W.2.8. Recall information from experiences or gather information from provided sources to answer a question. W.2.9. (Begins in grade 4).	Research to Build and Present Knowledge - Follows a modeled inquiry process during each visit to the library to do research [Assessment available 2.3] #1 - Asks “I wonder” questions about the research topic [Assessment available 2.2] #1 - Writes, draws, or verbalizes the main idea and supporting details [Assessment available 2.4] #1 - Uses simple note-taking strategies as demonstrated by librarian/teacher. #1 - Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences. #1
	Range of Writing W.2.10. (Begins in grade 3).	Range of Writing
Narrative	Responding to Literature W.2.11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.	Responding to Literature Expresses own ideas through creating products in a variety of formats #2

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Connections	Text Types and Purposes	Text Types and Purposes
Explanatory Texts	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	• Uses simple note-taking strategies. #1 • Organizes information using a teacher provided tool. #1
Illustrations	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	• Communicates new understandings through combining, predicting, illustrating and constructing. #1
Informational Texts	b. Provide reasons that support the opinion.	• Identifies and evaluates the important features for a good product. #1
Narratives	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	• Presents information clearly so that main points are evident [Assessment available 3.6]. #1
Opinion	d. Provide a concluding statement or section.	• Uses visuals and multimedia to communicate meaning. #1
Organization	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	• Gathers information #2
Reasoning	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
Sequence of Events	b. Develop the topic with facts, definitions, and details.	
Visual Information	c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
	d. Provide a concluding statement or section.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	
Purpose Sequence of events	Production and Distribution of Writing W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Production and Distribution of Writing - Communicates new understandings through combining, predicting, illustrating and constructing..... #1 - Identifies and evaluates the important features for a good product. #1 - Chooses the format for the product based on personal preferences or uses format chosen by the teacher or librarian [Assessment available 3.5]. #1 - Presents information clearly so that main points are evident [Assessment available 3.6]. #1 - Uses visuals and multimedia to communicate meaning. #1 - Assesses and revises own work with guidance [Assessment available 3.7]. #1

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Facts Questioning Summarizing	Research to Build and Present Knowledge W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.9. (Begins in grade 4).	Research to Build and Present Knowledge • Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal #1 • Formulates questions about the topic with guidance. #1 • Uses simple note-taking strategies #1 • Organizes information using a teacher-provided tool. #1 • Communicates new understandings through combining, predicting, illustrating and constructing #1
	Range of Writing W.3.10. Write routinely over extended time frames (time for research, 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 • Communicates new understandings through combining, predicting, illustrating and constructing #1
	Responding to Literature W.3.11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.	Responding to Literature • Chooses the format for the product based on personal preferences or uses format chosen by the teacher or librarian [Assessment available 3.5]. #1
	Narrative	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Author's Perspective	Text Types and Purposes	Text Types and Purposes
Domain Specific Vocabulary	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Predicts answers to inquiry questions based on background knowledge and beginning observation or experience [Assessment available 4.3] #1
Explanatory Texts	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Distinguishes between fact and opinion. #1
Facts	b. Provide reasons that are supported by facts and details.	Identifies facts and details that support main ideas [Assessment available 4.6] #1
Illustrations	c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	Follows a model or template provided to complete inquiry project and follows a timeline #1
Informational Texts	d. Provide a concluding statement or section related to the opinion presented.	Asks questions to clarify topics or details [Assessment available 4.2] #1
Key Details		Generates a list of key words for a research-based project with guidance [Assessment available 4.1] #1
Narrative	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Uses selected search engines to find appropriate information [Assessment available 4.4] #1
Opinion	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Uses pre-selected Web resources to locate information. #1
Organization	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Selects and uses multiple appropriate print, nonprint, electronic and human sources to answer questions. #1
Point of View	c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	Uses various note-taking strategies. #1
Quotations	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Uses common organizational patterns to organize information [Assessment available 4.7] #1
Reasoning	e. Provide a concluding statement or section related to the information or explanation presented.	Uses pre-writing to brainstorm ideas for most effective way to present conclusions. #1
Sequence of Events		Identifies and evaluates the important features for a good product [Assessment available 4.8] #1
		Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others. #3
		Restates ideas of others accurately and adds own perspective. #3

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

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM		IFC STANDARD
TAGS	COMMON CORE			
	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.			
Audience Organization Purpose	Production and Distribution of Writing W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Production and Distribution of Writing - Paraphrases and summarizes information that answers research questions [Assessment available 4.5] #1 - Uses common organizational patterns to organize information [Assessment available 4.7] #1 - Understands the concept of “audience”; determines audience before creating product. #3 - Understands the basic concept of plagiarism as copying the work of others. #2 - Drafts the presentation/product. #1 - Assesses and revises own work with guidance [Assessment available 4.9] #1		

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

COMMON CORE		WRITING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Analyzing Categorization Evidence Informational Texts Reasoning	Research to Build and Present Knowledge W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	Research to Build and Present Knowledge • 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	
	Range of Writing W.4.10. Write routinely over extended time frames (time for research, 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	
	Responding to Literature W.4.11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.	Responding to Literature	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Categorization Dialogue Domain Specific Vocabulary Explanatory Text Facts Graphics Illustrations Informational Text Key Details Multimedia Narrative Opinion Organization Pacing Purpose Point of View Quotation Reasoning Sequence of Events	Text Types and Purposes W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	Text Types and Purposes • Determines important details. #1 • Understands literal meanings and can identify the main points and supporting details. #2 • Uses prior knowledge and experiences to understand new facts and ideas. #1 • Forms opinion and uses evidence from text to back it up [Assessment available 5.7]. #1 • Organizes notes and ideas and develops an outline or graphic organizer. #1 • Uses writing process to develop expression of new understandings. #1 • Forms tentative thesis about main idea with guidance. #1 • Uses a variety of technology tools chosen by librarian or teacher to create products. #1 • Checks for correctness and completeness. #1 • Draws and shares conclusions about the theme and focus of a work. #2 • Makes inferences with guidance. #1

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Point of View Quotation Reasoning Sequence of Events	Text Types and Purposes (continued) W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Cultural Perspective Diverse Viewpoints Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	- Forms tentative thesis about main idea with guidance #1 - Uses various note-taking strategies [Assessment available 5.6] #1 - Considers multiple viewpoints and cultural perspectives #2 - Organizes notes and ideas and develops an outline or graphic organizer #1 - Uses writing process to develop expression of new understandings #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 - Modifies and revises own work based on feedback from teacher and others [Assessment available 5.9] #1 - Assesses and revises own work with guidance [Assessment available 5.10] #1 - Checks for correctness and completeness #1 - Works collaboratively using technology for research to meet information needs #3 - Uses navigation tools of a Website to find information [Assessment available 5.4] #1 - Uses software to record and organize information #1 - Credits all sources properly with title, author, and page number #3 - Cites all sources used according to model provided by teacher [Assessment available 5.8] #1
	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	

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

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM		IFC STANDARD	
TAGS	COMMON CORE				
Analyzing	Research to Build and Present Knowledge W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	Research to Build and Present Knowledge			
Comparing		o Determines important details. #1			
Contrasting		o Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. #2			
Evidence		o Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry [Assessment available 5.2]. #1			
Informational Text		o Uses sources to acquire background information and brainstorm ideas for further inquiry [Assessment available 5.1]. #1			
Reasoning		o Uses prior knowledge and experiences to understand new facts and ideas #1			
Summarizing		o Uses various note-taking strategies [Assessment available 5.6]. #1			
		o Uses navigation tools of a Website to find information [Assessment available 5.4]. #1			
		o Uses software to record and organize information. #1			
		o Organizes notes and ideas and develops an outline or graphic organizer. #1			
		o Uses writing process to develop expression of new understandings #1			
		o Credits all sources properly with title, author, and page number. #3			
		o Cites all sources used according to model provided by teacher [Assessment available 5.8]. #1			
		o Checks for correctness and completeness. #1			
		o Makes inferences with guidance. #1			
		o Forms opinion and uses evidence from text to back it up [Assessment available 5.7]. #1			
		o Compares and contrasts story elements in two literary works #2			
		o Determines important details. #1			
		o Understands literal meanings and can identify the main points and supporting details. #2			

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Purpose	Range of Writing W.5.10. Write routinely over extended time frames (time for research, 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 Uses writing process to develop expression of new understandings #1
	Responding to Literature W.5.11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class. a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.	Responding to Literature Draws and shares conclusions about the theme or focus of a work. #2

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Argument	Text Types and Purposes	Text Types and Purposes
Cause/Effect	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	• Follows a complete research plan and stays on a timeline. #1
Claims	a. Introduce claim(s) and organize the reasons and evidence clearly.	• Recognizes characteristics of good questions #1
Classification	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	• Determines what information is needed to support the investigation and answer the questions #1
Comparing	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	• Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research #1
Contrasting	d. Establish and maintain a formal style.	• Evaluates electronic and print information to determine whether it is inaccurate or misleading. #1
Counterclaims	e. Provide a concluding statement or section that follows from the argument presented.	• Summarizes information that answers research questions #1
Dialogue		• Differentiates between important and unimportant details #1
Domain Specific Vocabulary		• Takes notes using one or more of a variety of note-taking strategies. #1
Evidence	W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	• Makes inferences based on explicit information in text. #1
Explanatory Texts	a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	• Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools. #1
Facts		• Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3] #1
Graphics		• Uses pre-writing to discover alternate ways to present conclusions. #1
Key Details		• Assesses own work and begins to develop own revision process #1
Informational Texts		• Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4] #1
Main Topic		• Works collaboratively with peers to use technology for research to meet information needs. #3
Multimedia		

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

TAGS	COMMON CORE	WRITING STANDARDS INFORMATION FLUENCY CONTINUUM IFC STANDARD
Narrative Organization Pacing Relationships Sequence of events Visual Information	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to 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. f. Provide a concluding statement or section that follows from the information or explanation presented. W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Diverse Cultures Diverse Viewpoints Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Demonstrates tolerance of different opinions. #3 • Drafts the presentation/product tailored to the audience. #1 • Assesses own work and begins to develop own revision process #1
	a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	• Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4] #1
	W.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.	• Works collaboratively with peers to use technology for research to meet information needs #3
	W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Argument	Research to Build and Present Knowledge	Research to Build and Present Knowledge
Claims	W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	• Finds areas of passion or interest within topics of study #1 • Identifies key words and ideas that appear in background information and class conversation. #1
Comparing	W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	• Recognizes characteristics of good questions #1 • Determines what information is needed to support the investigation and answer the questions. #1
Contrasting		• Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves [Assessment available 6.1] #1
Evaluating	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Evaluates electronic and print information to determine whether it is inaccurate or misleading. #1
Evidence		• Uses both primary and secondary sources [Assessment available 6.2] #1
Informational Texts	a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	• Relates new information to prior knowledge. #1 • Understands the concept of plagiarism and the importance of paraphrasing. . . . #3
Questioning	b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	• Summarizes information that answers research questions. #1 • Makes inferences based on explicit information in text. #1 • Compares and contrasts different media representations of the same story. #2
Quotation		
Reasoning		

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Purpose	Range of Writing W.6.10. Write routinely over extended time frames (time for research, 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
Cultural Perspective Key Details Theme	Responding to Literature W.6.11. Create and present a text or art work in response to literary work. a. Develop a perspective or theme supported by relevant details. b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	Responding to Literature ◦ Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]. #1

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Argument	Text Types and Purposes	Text Types and Purposes
Cause/Effect	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1] #1
Claims	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Writes questions independently based on key ideas or areas of focus #1
Classification	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis [Assessment available 7.2] #1
Comparing	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Determines what resources will most likely offer quality information #1
Contrasting	d. Establish and maintain a formal style.	Considers culturally divergent and opposing viewpoints on topics. #3
Counterclaims	e. Provide a concluding statement or section that follows from and supports the argument presented.	Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials. #1
Dialogue	W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum #1
Domain Specific Vocabulary	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. #1
Evidence	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Uses multiple sources to acquire background information and brainstorm ideas for further inquiry. #1
Explanatory Texts		Questions the differences between sources and seeks additional sources to resolve #1
Facts		Evaluates and paraphrases information that answers research questions. #1
Graphics		Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3] #1
Informational Texts		Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4] #1
Key Details		Takes notes by paraphrasing or using quotation marks when using someone else's words #3
Main Topic		
Multimedia		
Narrative		
Organization		

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Pacing Point of View Relationships Sequence of events Visual Information	c. Use appropriate 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. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	◦ 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 ◦ Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]. #1 ◦ Uses common organizational patterns to organize information in order to draw conclusions [Assessment available 7.5] #1 ◦ Forms opinions and judgments backed up by supporting evidence. #1 ◦ Publishes final product for a particular audience and purpose #1
	W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Organization Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]. #1 - Considers culturally divergent and opposing viewpoints on topics. #3 - Uses common organizational patterns 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 - Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences. #3
	a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. W.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. W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Claims Comparing Contrasting Evaluating Evidence Informational Texts Questioning Reasoning Quotation	Research to Build and Present Knowledge W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.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. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	Research to Build and Present Knowledge • Determines what resources will most likely offer quality information #1 • Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]. #1 • Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum #1 • Forms opinions and judgments backed up by supporting evidence #1 • States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1]. #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 • Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. #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 • 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 • Evaluates and paraphrases information that answers research questions #1 • Cites all sources used according to local style formats [Assessment available 7.7]. #1

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Purpose	Range of Writing W.7.10. Write routinely over extended time frames (time for research, 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.	
Connections	Responding to Literature W.7.11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. a. Make deliberate, personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	Responding to Literature - Participates in literary discussions and book clubs #2 - Independently locates and selects information for personal, hobby, or vocational interests #2 - Reads independently #2 - Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level #2

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

COMMON CORE		WRITING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Argument Cause/Effect Categorization Claims Classification Comparing Contrasting Counterclaims Dialogue Domain Specific Vocabulary Evidence Explanatory Texts Facts Graphics Informational Texts Key Details	Text Types and Purposes W.8.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), 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 evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 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. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; 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.	Text Types and Purposes - 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 as sources of information [Assessment available 8.3]. . . #1 - Seeks balanced view by using diverse sources to access appropriate material. . . #1 - Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]. #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 - Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]. #1 - Identifies misconceptions and revises ideas as new information is gained #1 - Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate #1 - Draws conclusions based on explicit and implied information [Assessment available 8.6]. #1	

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

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Multimedia Narrative Organization Pacing Quotation Point of View Relationships Sequence of events Visual Information	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. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Organization Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	W.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 - Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback #1
	a. Produce text (print or non print) that explores a variety of cultures and perspectives.	Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication. #1
	W.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.	Experiments with various types of multimedia software and online applications for artistic and personal expression #2
	W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	- 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

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

WRITING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Tags			
Analyzing		Research to Build and Present Knowledge	Research to Build and Present Knowledge
Argument		W.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.	Revises the question or problem as needed to arrive at a manageable topic for inquiry [Assessment available 8.1] #1
Character Types			Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words #1
Claims		W.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.	- Plans inquiry to test hypothesis or validate thesis. #1 - Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate. #1
Evaluating			Refines questions to guide the search for different types of information [Assessment available 8.2] #1
Evidence			Uses different formats as sources of information [Assessment available 8.3] #1
Informational Text		W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Seeks balanced view by using diverse sources to access appropriate material #1
Quotation			Selects information based on authority and point of view #1
Patterns		a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	Compares online resources to seek global perspective #3
Reasoning			Analyzes disparate points of view discovered in different sources. #1
Theme		b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	- Draws conclusions based on explicit and implied information [Assessment available 8.6] #1 - Gathers and uses information ethically by citing all sources. #1 - Credits sources by using correct bibliographic format #1

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Connections	Range of Writing W.8.10. Write routinely over extended time frames (time for research, 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
Connections	Responding to Literature W.8.11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. a. Make well-supported personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	Responding to Literature - Creates and shares reading experiences and responds in a variety of ways and formats #2 - Participates in literary discussions and book clubs #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 #2

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

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM		IFC STANDARD
TAGS	COMMON CORE	Text Types and Purposes	Text Types and Purposes	
Analyzing	W.9.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] #1 Focuses the purpose of the research by formulating specific questions to be answered #1 Uses multiple resources as a general rule to seek a balanced and global perspective #3 Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important. #1 Brainstorm ideas for further information #1 Uses search strategies to broaden and narrow searches and locate appropriate resources #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 #1 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 #1 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	Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] #1 Focuses the purpose of the research by formulating specific questions to be answered #1 Uses multiple resources as a general rule to seek a balanced and global perspective #3 Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important. #1 Brainstorm ideas for further information #1 Uses search strategies to broaden and narrow searches and locate appropriate resources #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 #1 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 #1 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	
Argument				
Audience				
Claims				
Counterclaims				
Cultural Perspectives				
Domain Specific Vocabulary				
Evidence				
Explanatory Texts				
Facts				
Graphics				
Key details				
Informational Texts				
Interpreting				

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Narrative Organization Patterns Point of View Quotations Reasoning Relationships Relevance Sequence of Events Summarizing Story Elements	W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex 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 appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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 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 • Presents conclusions to answer the question or problem #1 • Uses visuals, electronic tools, and multimedia to communicate meaning #1

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TAGS	COMMON CORE	WRITING STANDARDS INFORMATION FLUENCY CONTINUUM IFC STANDARD
	W.9.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Connections Connotation Organization Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Focuses on the purpose of the research by formulating specific questions to be answered #1
	W.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.	• 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
	W.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.	• 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 • Presents conclusions to answer the question or problem #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

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing	Research to Build and Present Knowledge	Research to Build and Present Knowledge
Claims	W.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.	- 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 - Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]. #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. #3 - Brainstorms ideas for further information. #1 - 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. #3 - 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 - 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. #1 - 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
Diverse Cultures		
Diverse Viewpoints	a. Explore topics dealing with different cultures and world viewpoints.	
Evaluating	W.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 a flow of ideas, avoiding plagiarism and following a standard format for citation.	
Evidence		
Informational Texts	W.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Multimedia	a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	
Organization	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	
Problem/Solution		
Questioning		
Summarizing		

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		• 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 • Presents conclusions to answer the question or problem #1 • Uses visuals, electronic tools, and multimedia to communicate meaning #1
	Range of Writing W.9.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Range of Writing
Analyzing Connections Cultural Perspective Interpreting Text Features Visual Information	Responding to Literature W.9.11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit. a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights. b. Identify, analyze, and use elements and techniques of various genres of literature. c. Develop critical and interpretive texts from more than one perspective, including historical and cultural. d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	Responding to Literature • Creates and shares reading experiences and responds in a variety of ways and formats #2 • Participates in literary discussions and book clubs #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 #2

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

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM [IFC STANDARD	
TAGS	COMMON CORE		
Analyzing	Text Types and Purposes		Text Types and Purposes
Audience	W.10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.		- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1] #1 - Maintains a list of effective search terms throughout the process of inquiry.
Claims	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.		- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research [Assessment available 10.2] #1 - Pursues a balanced perspective of fact, opinion, and different points of view. . . #1 - Uses specialized reference materials to find specific and in-depth information. . . #1
Connections	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.		- Conducts advanced Web searches using Boolean logic and other sophisticated search functions [Assessment available 10.3] #1 - Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking. #2
Counterclaims	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.		- Considers alternative perspectives and evaluates differing points of view #2 - Recognizes statements that can be verified #1
Cultural Perspective	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.		- Uses collaborative and independent digital tools to record and organize information. #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
Dialogue	e. Provide a concluding statement or section that follows from and supports the argument presented.		
Diverse Cultures			
Domain Specific Vocabulary			
Evidence			
Explanatory Texts			
Facts			
Graphics			
Informational Texts			

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Multimedia	W.10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex 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 appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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).	- Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]. #1 - Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence. #1 - Cites all sources used according to standard style formats [Assessment available 10.5] #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
Narrative		
Narrative nonfiction		
Opinion		
Organization		
Pacing		
Point of View		
Quotation		
Relationships		
Sequence of Events		
Setting		
Supporting Details		
Visual Information		

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	W.10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. - Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Multimedia Organization Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence. #1
	W.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.	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
	W.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 #3

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

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD	
TAGS	COMMON CORE	Research to Build and Present Knowledge	
Analyzing	Research to Build and Present Knowledge	Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1, 10.2, 10.3]	#1
Argument	W.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.	Maintains a list of effective search terms throughout the process of inquiry	#1
Claims		Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research [Assessment available 10.2]	#1
Diverse Viewpoints		Pursues a balanced perspective of fact, opinion, and different points of view	#1
Diverse Cultures	a. Explore topics dealing with different cultures and world viewpoints.	Uses specialized reference materials to find specific and in-depth information.	#1
Evaluating	W.10.8. 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.	Conducts advanced Web searches using Boolean logic and other sophisticated search functions [Assessment available 10.3]	#1
Evidence		Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.	#2
Informational Texts	W.10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).	#1
Literary Nonfiction		Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness	#1
Questioning	a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	Considers alternative perspectives and evaluates differing points-of-view	#3
Problem/Solution	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	Recognizes statements that can be verified	#1
		Uses collaborative and independent digital tools to record and organize information	#1

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		- Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns #1 - Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas #1 Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]. #1 - 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 Cites all sources used according to standard style formats [Assessment available 10.5] #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
Audience Purpose	Range of Writing W.10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Range of Writing

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Connections Cultural Perspective Diverse Viewpoints Point of View Story Elements Visual Information	Responding to Literature W.10.11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit. a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights. b. Identify, analyze, and use elements and techniques of various genres of literature. c. Develop critical and interpretive texts from more than one perspective, including historical and cultural. d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	Responding to Literature • Uses collaborative and independent digital tools to record and organize information #1 • Organize notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns #1 • Considers alternative perspectives and evaluates differing points-of-view #3

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Argument Audience Character Types Claims Conflicting Viewpoints Counterclaims Cultural Perspective Dialogue Diverse Viewpoints Domain Specific Vocabulary Evidence Explanatory Text Facts	Text Types and Purposes W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. 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 claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	Text Types and Purposes - Verifies the accuracy of what is known about the problem or question #1 - Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher. #1 - Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective [Assessment available 11.3]. #1 - Recognizes degree of bias (from slightly slanted point of view to heavily slanted propaganda) #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 - Analyzes different points of view and determines best supported point of view by sorting and sifting evidence #1 - 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 - Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics #1 - Identifies and addresses previously held misconceptions #1

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WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Graphics Informational Text Key Details Multimedia Narrative Organization Pacing Questioning Quotation Reasoning Sequence of Events Supporting Details Tone Visual Information	W.11.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; 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 appropriate and varied transitions and syntax 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. 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).	

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TAGS	COMMON CORE	WRITING STANDARDS INFORMATION FLUENCY CONTINUUM IFC STANDARD
	W.11.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Multimedia Purpose	Production and Distribution of Writing	Production and Distribution of Writing
	W.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
	W.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
	W.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.	Publishes final product for an authentic audience and real world application. ... #1

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

WRITING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Audience Diverse Cultures Diverse Viewpoints Evaluating Evidence Informational Texts Locating Information Organization Problem/Solution Purpose Questioning Primary Source Evidence Search Tools Secondary Source Evidence Supporting Details	Research to Build and Present Knowledge		Research to Build and Present Knowledge	
	W.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 systemically 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 - Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. #1	
	a. Explore topics dealing with different cultures and world viewpoints.		Analyzes different points of view and determines best supported point of view by sorting and sifting evidence. #1	
	W.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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.		- 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	
	W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		- Identifies and addresses previously held misconceptions #1 - Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher #1 - Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided. #1	
	a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).		Categorizes information; adds new categories as necessary; explores connections among categories #1	
	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).		- Understands the concept and consequences of plagiarism #3 Presents different perspectives with evidence for each [Assessment available 11.4] #1	

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COMMON CORE		WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	WRITING STANDARDS	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
	Range of Writing W.11.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		Range of Writing	
Allegory Analyzing Cultural Perspective Connections Irony Questioning Stream of consciousness Visual Information	Responding to Literature W.11.11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work. a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights. b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning. c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts. d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	Responding to Literature • Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on same subject. #2 • Verifies the accuracy of what is known about the problem or question. #1		

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Argument Claims Counterclaims Domain Specific Language Evidence Key Details Organization Point of View Quotation Relationships Sequence of Events Story Elements Supporting Details	Text Types and Purposes W.12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. 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 claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	Text Types and Purposes • 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 • 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 • 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		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	W.12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; 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 appropriate and varied transitions and syntax 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. 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).	• Changes own ideas based on the ideas of others #1 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources #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 #1

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

TAGS	COMMON CORE	WRITING STANDARDS INFORMATION FLUENCY CONTINUUM IFC STANDARD
	W.12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	

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

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Organization	Production and Distribution of Writing	Production and Distribution of Writing
	W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 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
	W.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.	Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material #3
	W.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.	- Changes own ideas based on the ideas of others #1 - Maintains an open attitude about new areas of the subject that were previously unknown or overlooked #1

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Diverse Cultures Literary Nonfiction Purpose Questioning	Research to Build and Present Knowledge W.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. a. Explore topics dealing with different cultures and world viewpoints.	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 • 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 • 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 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources. #1 • Communicates new understandings through designing, inventing, composing, transplanting and constructing. #1
	W.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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and over reliance on any one source and following a standard format for citation.	
	W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		- 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
	Range of Writing W.12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Range of Writing
Connections Diverse Cultures Questioning Story Elements	Responding to Literature W.12.11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work. a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights. b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning. c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts. d. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	Responding to Literature - 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 #3 - Understands text on both a literal and an abstract level #2 - Builds a conceptual framework by synthesizing ideas gathered from multiple sources #1

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SPEAKING AND LISTENING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD	
Evaluation	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		
Evidence				
Dialogue				
Diverse Cultures				
Diverse Viewpoints				
Point of View				