The Empire State Information Fluency Continuum

An Exploration...
Let’s begin by exploring the Empire State IFC for a bit...

Start with this understanding:

this is NOT a “library skills” curriculum
The Cycle of Inquiry & Learning
Inquiry is a Process for Learning

- Teaching process vs. teaching content
- Process transfers across all content
- At each of the phases of inquiry there are skills that students need to be taught. These skills are process skills
- When students “do” something with content, they cannot help but learn it.
- The Common Core = Inquiry
Section: Grade-by-Grade Benchmark Skills

One sheet per grade - Divided into Three Standards:

1. Using Information to Build Understanding
2. Pursuing Personal and Aesthetic Growth
3. Demonstrating Social Responsibility

NOTE: Skills in bold have assessments. These are the Priority Benchmark Skills. All skills are sorted by Inquiry Phase
Section: Priority Benchmark Skills

- Use this color insert to call attention to the skills addressed by the ESIFC – star the skills you feel most closely align to the CCSS

- All **Priority Benchmark Skills** fall under Standard 1 (Using Information to Build Understanding)

- All these skills have formative assessments in the Assessments section of the binder

Note overlap: ex. Grade 3 skill: Connects Ideas and Texts to Own Interests does not have an assessment in Grade 3, but see assessment K.1

Meaning: assessments are great for cross-grade use.
Section: ESIFC/Common Core Alignment

- Skills in ESIFC aligned to the CCLS
- Alignment is not one-to-one
- In order to make a case for teaching the ESIFC skills, you will have to be able to verbalize *HOW* and *WHY* they dovetail with the CCLS
- These are NOT “library skills” – they are learning skills.
Section: Assessments

Assessments for each grade start with a sheet called: "Information Fluency: Priority Benchmark Skills and Assessments"

These sheets are useful for:

- Determining the inquiry phase of an assessment
- Creating Essential Understandings (EU) for lessons
- Creating Learning Outcomes (LO) for lessons

NOTE: EU and LO are process based
For Example:

- K.5 – Answering Questions with Facts
- **Inquiry Phase:** Express
- **Priority Benchmark Skill:** Presents facts and simple answers to questions
- **Essential Understanding:** Questions can be answered with facts.
- **Learning Outcome:** The students will know and be able to answer questions with facts.
Section: Assessments

- Assessments = lesson planning tools
- Each assessment is connected to a Priority Benchmark Skill for that grade – the skill is embedded in the graphic organizer
- Assessments from one grade can be used to plan lessons in another grade if the skill being addressed is the same. The content is what changes across grades
- Two ways to modify assessments: physical modifications and embedded skill modifications
Physical Modifications

- Larger paper
- Larger boxes
- Lines for writing
- Different shapes on graphic organizer

The skill that is embedded in the assessment remains the same. Therefore the Essential Understanding and Learning Outcome remain the same. The only changes are physical ones.
Embedded Skill Modification

Modifying the graphic organizer so that the skill that is being taught is different than the one originally embedded in the assessment.

Locate ESIFC Assessment 3.6 – Presents information clearly so that main points are evident.

Embedded skill: determining important points

How do we modify this graphic organizer so that it addresses the skill: Distinguishing important from unimportant details?
Planning ESIFC Assessments Lessons

Because each of the skills embedded in the assessments is a process skill, the only way to teach a lesson is to model and verbalize your thinking as you “complete” the assessment with the students.

The lesson plan template structures the lesson.

Always elicit, model and verbalize as you complete the graphic organizer with the whole group before expecting students to complete it independently.

Note: you may have to model your thinking more than once before asking students to work on their own.
A sample ESIFC lesson for Assessment 8.6
The good news about planning process skills lessons...You only have to plan one per assessment, then just change the content out.
Section: REACTS Taxonomy

Use the REACTS Taxonomy to work with colleagues to increase the rigor of assignments and move away from “copy & paste” projects.
• 3 things that interest you
• 2 things you would like to know more about
• 1 thing you need to see more examples of