

## **Information Fluency Continuum: K-12 Priority Benchmark Skills and Assessments**

This section features the priority benchmarks for each grade level with template assessments for each priority skill. The assessments can be adopted or adapted for use by teachers and librarians who are teaching these essential information skills.

# Information Fluency: Priority Benchmark Skills and Assessments

## Grade K

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	K.1 Connects ideas to own interests.	K.1 Connecting Ideas to Own Interests -- Pictures K.1 Connecting Ideas to Own Interests -- Words
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	K.2 Understands the basic organizational structure of books.	K.2 Sequence of Events
	K.3 Distinguishes between fiction and nonfiction resources.	K.3 Fiction and Nonfiction Books
Inquiry Phase: Construct	K.4 Demonstrates simple organizational skills such as sorting and categorizing.	K.4 Sorting Books
Inquiry Phase: Express	K.5 Presents facts and simple answers to questions.	K.5 Answering Questions with Facts
Inquiry Phase: Reflect	K.6 Identifies own strengths and sets goals for improvement.	K.6 Knowing and Learning in the Library
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

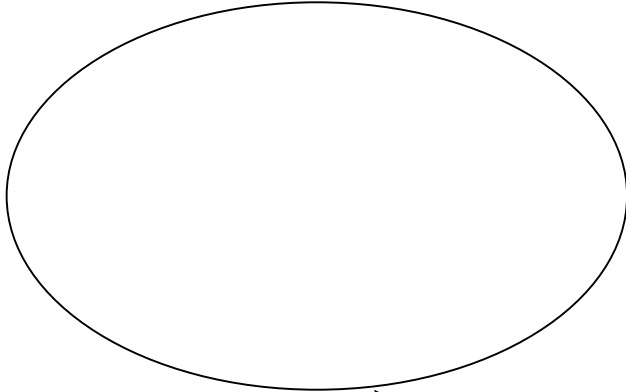
Name \_\_\_\_\_

Class \_\_\_\_\_

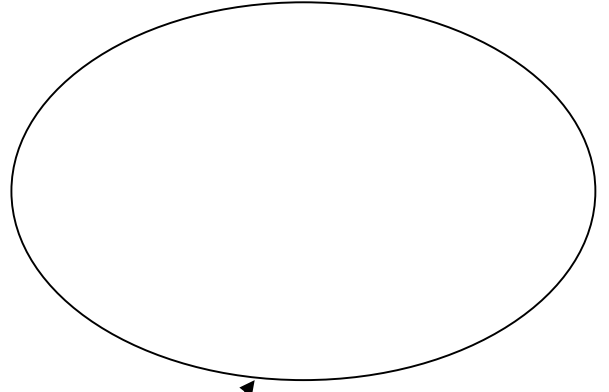
## Connecting Ideas to Own Interests – Pictures

*Draw pictures of your ideas.*

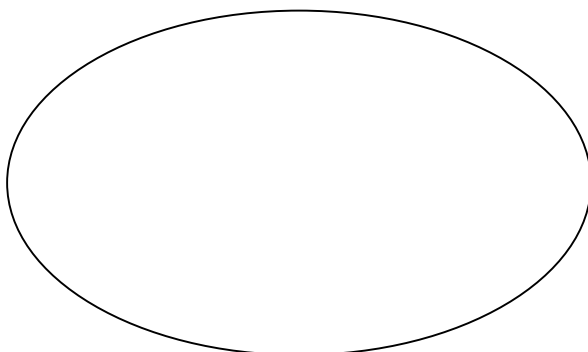
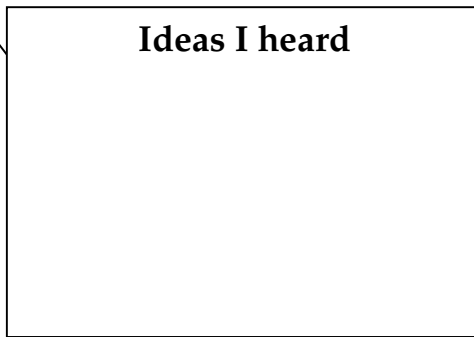
**I want to find out**



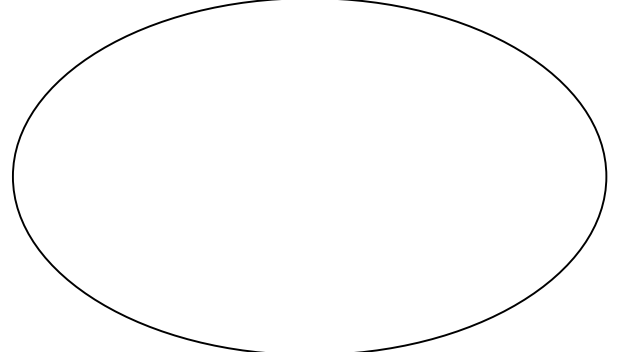
**I want to find out**



**Ideas I heard**



**I want to find out**



**I want to find out**

Name\_\_\_\_\_ Class\_\_\_\_\_

## Connecting Ideas to Own Interests – Words

Ideas I heard	I would like to know more about

Ideas I heard	I would like to know more about

Name \_\_\_\_\_ Class \_\_\_\_\_

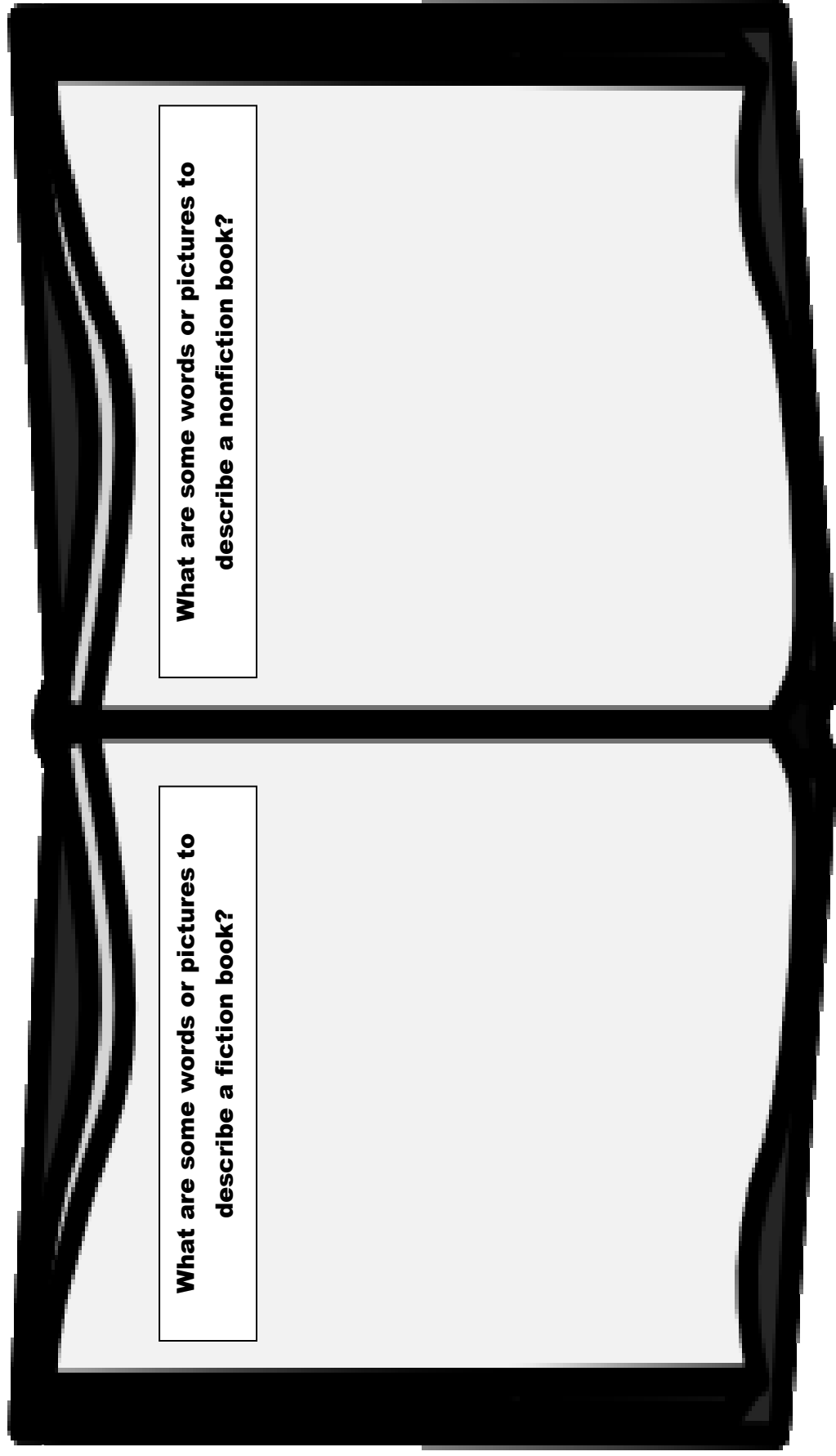
## Sequence of Events

Beginning	Middle	End
In the beginning ...	What happens first...	At the end...
	Next ...	
	After that ...	
	Then ...	

Name \_\_\_\_\_

Class \_\_\_\_\_

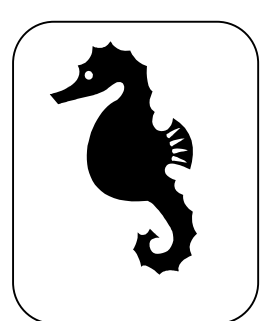
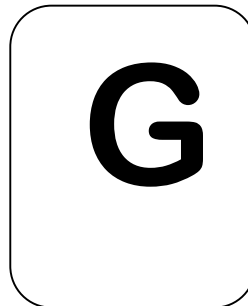
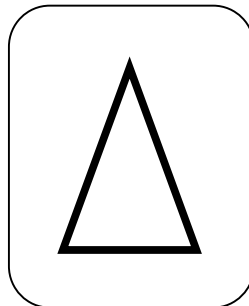
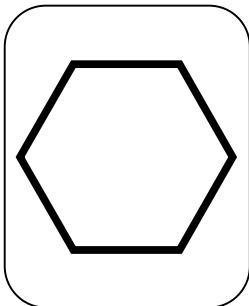
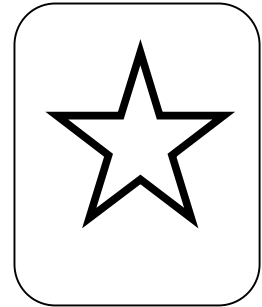
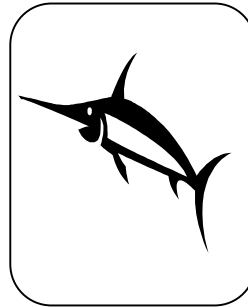
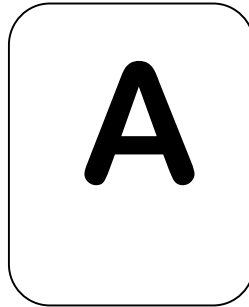
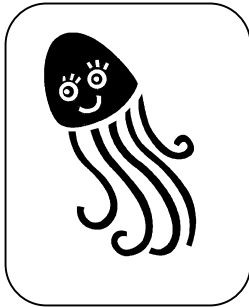
## **Fiction and Nonfiction Books**



Name \_\_\_\_\_ Class \_\_\_\_\_

## Sorting Books

*Draw a line connecting the object to the correct basket.*



**Alphabet**



**Shapes**



**Ocean Life**

Name\_\_\_\_\_ Class\_\_\_\_\_

## Answering Questions with Facts

Question: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

FACT

FACT

FACT

FACT

Name \_\_\_\_\_ Class \_\_\_\_\_

**Knowing and Learning in the Library**

***Draw a picture and write a sentence.***

**In the library, I know how to...**

**In the library, I know how to...**

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**In the library, I want to learn  
how to...**

**In the library, I want to learn  
how to...**

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# **Information Fluency: Priority Benchmark Skills and Assessments**

## **Grade 1**

<b>STANDARDS AND INDICATORS</b>	<b>BENCHMARKS</b>	<b>ASSESSMENTS</b>
<b>STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING</b>		
Inquiry Phase: Connect	1.1 Share what is known about the general topic to elicit and make connections to prior knowledge.	1.1 What Do You Already Know About Your Topic?
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	1.2 Recognizes that fiction and picture books are organized by the author's last name in A-B-C order.	1.2 How Are Picture Books Organized in the Library?
	1.3 Distinguishes between fact and opinion.	1.3 Recognizing Facts and Forming Opinions
	1.4 Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions.	1.4 Using Facts to Answer Questions
Inquiry Phase: Construct	1.5 Draws a conclusion about the main idea with guidance.	1.5 Picturing the Main Idea of a Story
Inquiry Phase: Express		
Inquiry Phase: Reflect	1.6 Asks, "What do I wonder about now?"	1.6 Now I Wonder. . .
	1.7 Identifies own strengths and sets goals for improvement.	1.7 Knowing and Learning in the Library
<b>STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH</b>		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
<b>STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY</b>		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_ Class \_\_\_\_\_

**What Do You Already Know About Your Topic?**

A concept map template consisting of a central oval and four surrounding circles. The central oval is labeled "TOPIC:" and has three horizontal lines for writing. It is connected by lines to four large empty circles arranged in a square around it.

Name \_\_\_\_\_ Class \_\_\_\_\_

## How are Picture Books Organized in the Library?

*Fill in the missing letters of the alphabet on the bookshelf.*

PICTURE BOOKS								
A	A	A	—	A	A	A	—	—
B	B	—	—	C				
C			C	C	C	C	C	C
D	D	D	—	D	—	D		
E	—	E	E	—				

Name \_\_\_\_\_ Class \_\_\_\_\_

## Recognizing Facts and Forming Opinions

Topic:

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Fact: What do you know is true?	Opinion: What do you think about that?

Name \_\_\_\_\_ Class \_\_\_\_\_

### Using Facts to Answer Questions

Question: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

FACT:

FACT:

FACT:

I learned \_\_\_\_\_

Name \_\_\_\_\_ Class \_\_\_\_\_

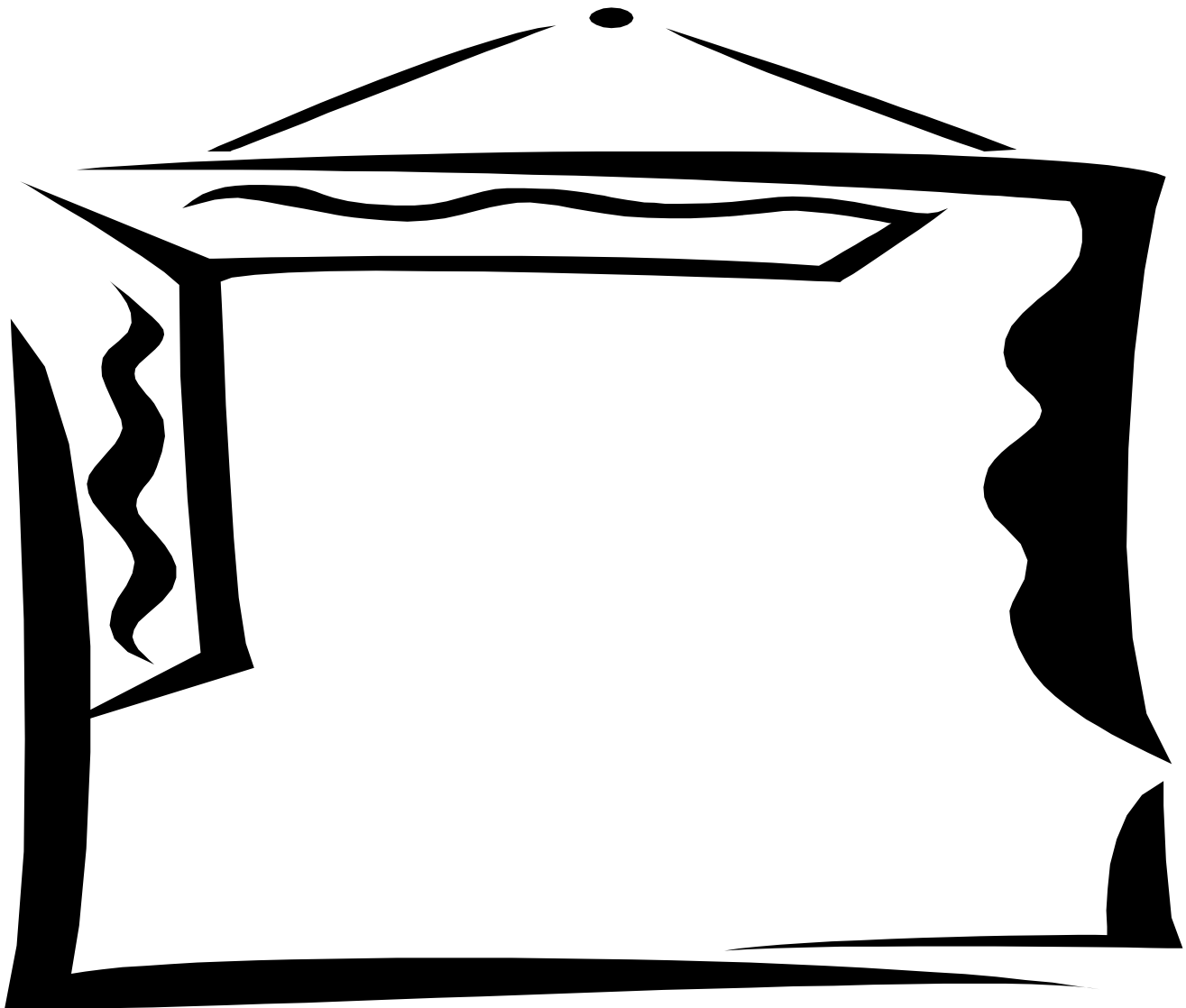
### Picturing the Main Idea of a Story

*Write down the main idea of the story and draw a picture of it.*

This story is about \_\_\_\_\_

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\_\_\_\_\_  
(Caption for picture)

Name \_\_\_\_\_ Class \_\_\_\_\_

### Now I Wonder...

Topic: \_\_\_\_\_

who

where

when

what

I wonder \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I wonder \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I wonder \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I wonder \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How

Why

If

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Class \_\_\_\_\_

**Knowing and Learning in the Library**

*Draw a picture and write a sentence.*

**In the library, I know how to...**

**In the library, I know how to...**

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**In the library, I want to learn  
how to...**

**In the library, I want to learn  
how to...**

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## **Information Fluency: Priority Benchmark Skills and Assessments**

### **Grade 2**

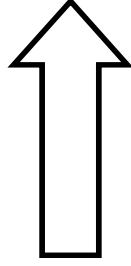
<b>STANDARDS AND INDICATORS</b>	<b>BENCHMARKS</b>	<b>ASSESSMENTS</b>
<b>STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING</b>		
Inquiry Phase: Connect	2.1 Recognizes that questions can be answered by finding information.	2.1 My Inquiry
Inquiry Phase: Wonder	2.2 Asks “I wonder” questions about the research topic.	2.2 I Wonder. . .
Inquiry Phase: Investigate	2.3 Follows a modeled inquiry process during each visit to the library to do research.	2.3 Inquiry Research Log
	2.4 Writes, draws, or verbalizes the main idea and supporting details.	2.4 Main Idea & Details
Inquiry Phase: Construct	2.5 Compares new ideas with what was known at the beginning of inquiry.	2.5 Prior Knowledge and New Understandings
Inquiry Phase: Express	2.6 Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).	2.6 See REACTS Taxonomy in Appendix
Inquiry Phase: Reflect	2.7 Identifies own strengths and sets goals for improvement.	2.7 Strengths and Goals in the Library
<b>STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH</b>		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
<b>STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY</b>		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_ Class \_\_\_\_\_

My Inquiry

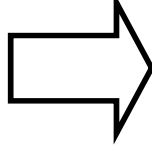
My Knowledge

What do I know?



My Questions

What do I wonder?



My Notes

What did I find out?

Name\_\_\_\_\_ Class\_\_\_\_\_

## I Wonder...

TOPIC:

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I wonder what\_\_\_\_\_

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I wonder how\_\_\_\_\_

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I wonder why\_\_\_\_\_

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I wonder if\_\_\_\_\_

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I wonder when\_\_\_\_\_

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I wonder who\_\_\_\_\_

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I wonder where\_\_\_\_\_

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Name \_\_\_\_\_ Class \_\_\_\_\_

### Inquiry Research Log

**My topic:** \_\_\_\_\_

\_\_\_\_\_

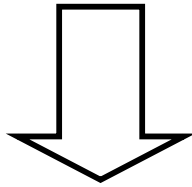
\_\_\_\_\_

<b>Inquiry Log</b>	<b>Librarian's Initials</b>
<b>What I already know...</b>	
<b>My questions:</b>	
<b>My facts to answer my questions:</b>	
<b>The main ideas I learned:</b>	
<b>I created this to show what I learned:</b>	
<b>Now I want to know...</b>	

Name\_\_\_\_\_ Class\_\_\_\_\_

Main Idea & Details

Draw or Write the Main Idea



Detail 1:

Detail 2:

Detail 3:

Name\_\_\_\_\_ Class\_\_\_\_\_

### **Prior Knowledge and New Understandings**

**I knew...**

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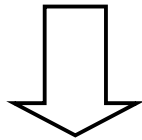
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**I now know...**

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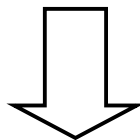
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**I was surprised to learn...**

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Name\_\_\_\_\_ Class\_\_\_\_\_

## **Strengths and Goals in the Library**

**What can you do in the library?**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What do you want to be able to do?**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Information Fluency: Priority Benchmark Skills and Assessments

### Grade 3

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect		
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	3.1 Identifies the ten major Dewey areas and what main topics are included in each.  3.2 Searches the online catalog (author, title, and subject) with assistance to locate materials.  3.3 Uses bookmarked Websites to find appropriate information.	3.1 Dewey Decimal System  3.2 Online Catalog Searching for Library Resources  3.3 Using a Website to Find Appropriate Information
Inquiry Phase: Construct	3.4 States the main idea.	3.4 Main Idea and Supporting Details
Inquiry Phase: Express	3.5 Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian.  3.6 Presents information clearly so that main points are evident.	3.5 See REACTS Taxonomy in Appendix  3.6 Main Points
Inquiry Phase: Reflect	3.7 Assesses and revises own work with guidance.  3.8 Identifies own strengths and sets goals for improvement.	3.7 How Am I Doing?  3.8 Strengths and Goals
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name\_\_\_\_\_ Class\_\_\_\_\_

## Dewey Decimal System

Dewey Class	Main Subjects	Interesting Title and Dewey Number
<b>000's General works</b>		
<b>100's Philosophy and Psychology</b>		
<b>200's Religion</b>		
<b>300's Social Science</b>		
<b>400's Language</b>		
<b>500's Pure Science</b>		
<b>600's Applied Science</b>		
<b>700's The Arts</b>		
<b>800's Literature</b>		
<b>900's History and Geography</b>		

Name \_\_\_\_\_ Class \_\_\_\_\_

## Online Catalog Searching for Library Resources

*Circle the key or important words in your question.*

Question:

What other words could you use? (Think of synonyms or related words.)

Write down the source where you found your answer.

\_\_\_\_\_



















\_\_\_\_\_

\_\_\_\_\_

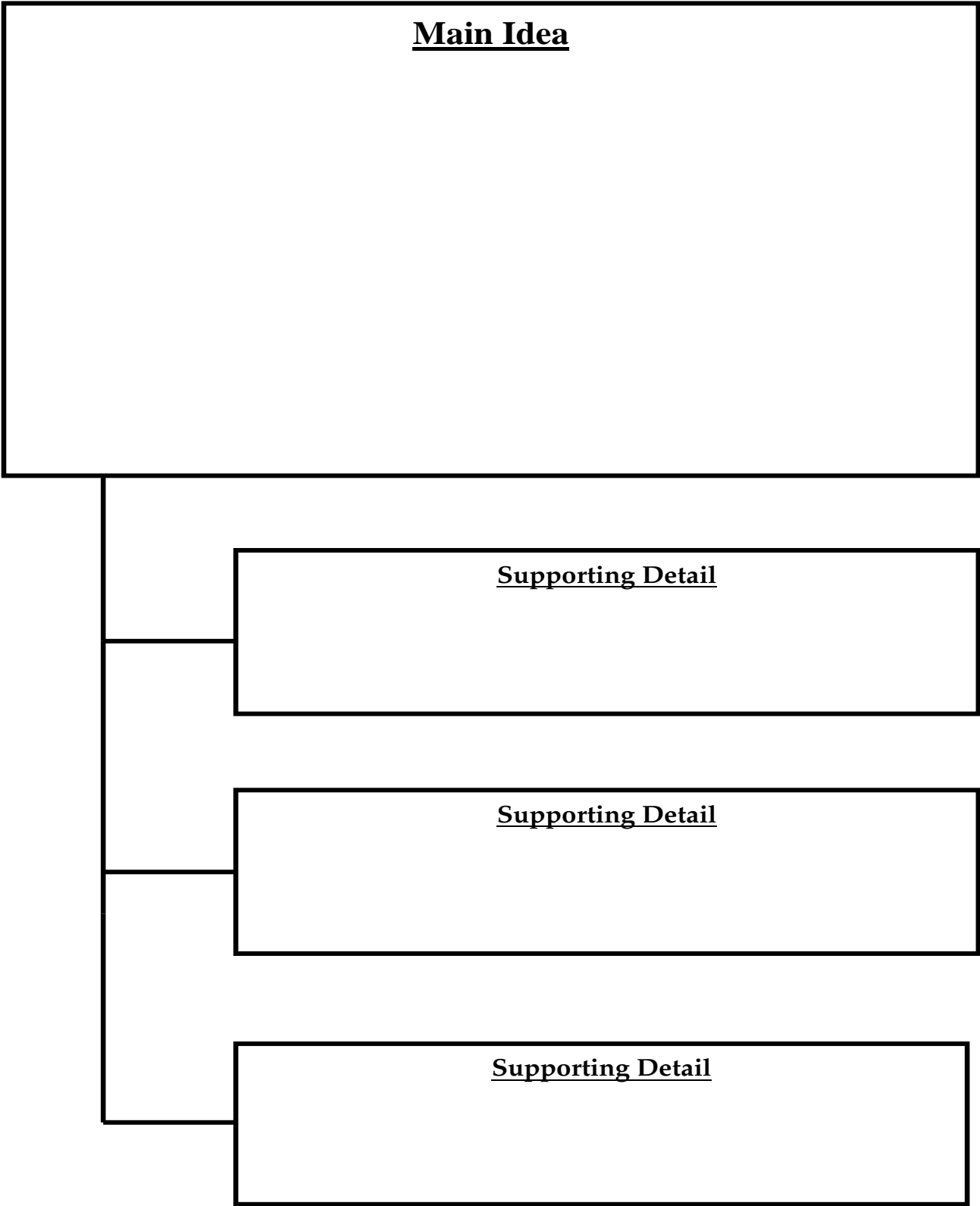
Name\_\_\_\_\_ Class\_\_\_\_\_

## Using a Website to Find Appropriate Information

**Question:**

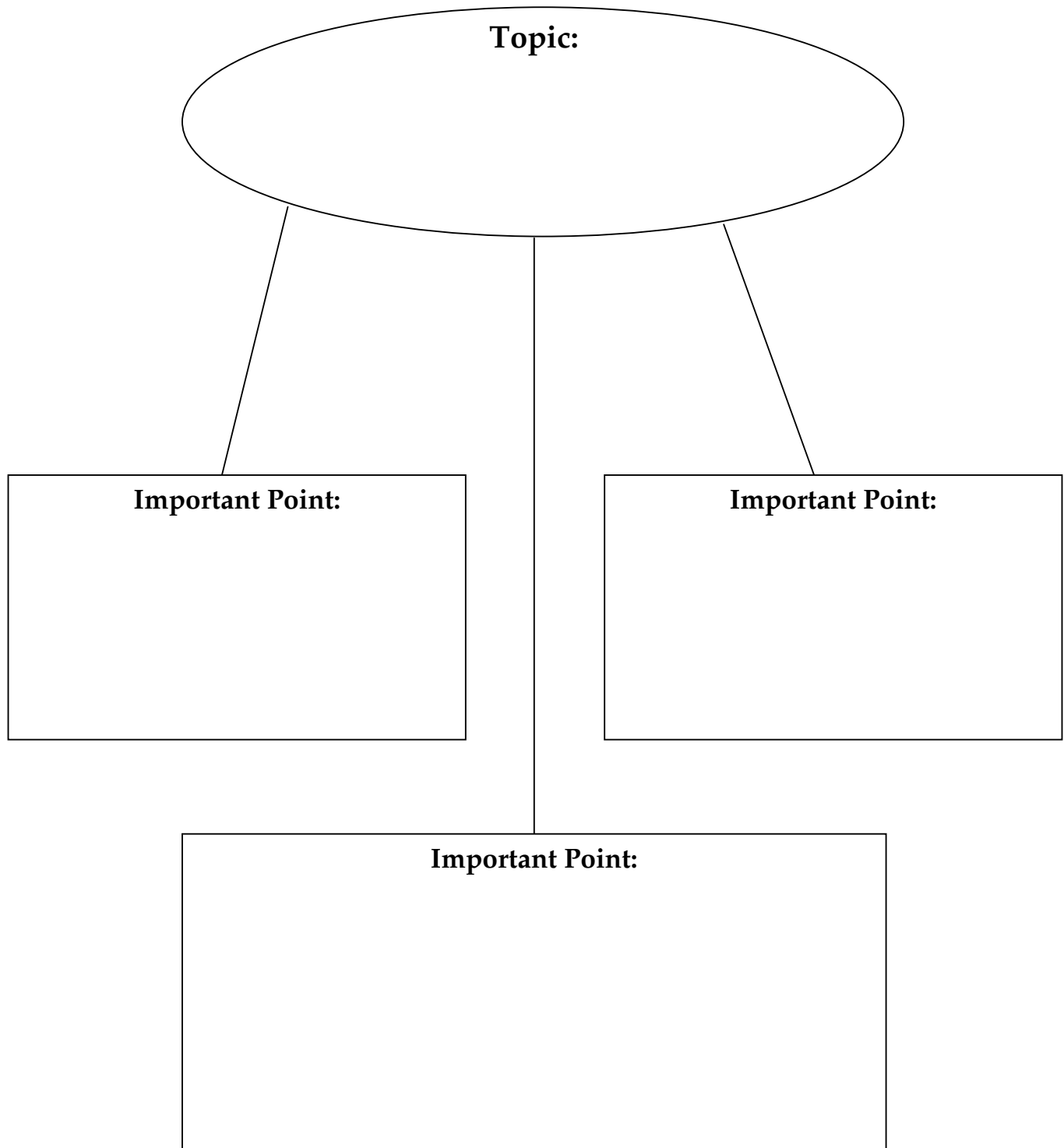
What is the Website about?	<u>Clues:</u>	   <p>Is it easy to tell what the Website is about?</p>
Who is the author/creator of the Website?	<u>Clues:</u>	   <p>Is the author/creator of the website trustworthy?</p>
Is the content well-written on the Website?	<u>Clues:</u>	   <p>Is the Website easy to read and find the main ideas?</p>
Find three facts from the Website to answer your question.	1)	   <p>Is this fact helpful?</p>
	2)	   <p>Is this fact helpful?</p>
	3)	   <p>Is this fact helpful?</p>

Main Idea and Supporting Details



Name\_\_\_\_\_Class\_\_\_\_\_

**Main Points**



Name\_\_\_\_\_ Class\_\_\_\_\_

## How Am I Doing?

**My Project:** \_\_\_\_\_

\_\_\_\_\_

Attribute	Self	Teacher
I answered my research questions.	_____	_____
My main idea is clearly presented.	_____	_____
I provided supporting details for my main idea.	_____	_____
My final project is written in my own words.	_____	_____
My final project is neat, clear, and well-organized.	_____	_____
I reviewed my work for proper grammar.	_____	_____
I used multiple sources including print and electronic.	_____	_____
I cited my sources of information.	_____	_____
My friends would find my project interesting.	_____	_____

Name\_\_\_\_\_ Class\_\_\_\_\_

## **Strengths and Goals**

**What I did well:**

1.

2.

3.

**Why was it good?**

1.

2.

3.

**What could have been better:**

1.

2.

3.

**How can I improve it?**

1.

2.

3.

## Information Fluency: Priority Benchmark Skills and Assessments

### Grade 4

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	4.1 Generates a list of key words for a research-based project with guidance.	4.1 Key Words for Online Searching
Inquiry Phase: Wonder	4.2 Asks questions to clarify topics or details. 4.3 Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.	4.2 Main Ideas and Details 4.3 Predicting Answers
Inquiry Phase: Investigate	4.4 Uses selected search engines to find appropriate information. 4.5 Paraphrases and summarizes information that answers research questions.	4.4 Selecting the Right Sources 4.5 Paraphrasing Chart
Inquiry Phase: Construct	4.6 Identifies facts and details that support main ideas.  4.7 Uses common organizational patterns (chronological order, main idea with supporting details) to organize information.	4.6 Mapping the Main Idea and Supporting Facts 4.6 Summarizing the Important Ideas 4.7 Supporting the Main Idea
Inquiry Phase: Express		
Inquiry Phase: Reflect	4.8 Identifies and evaluates the important features for a good product. 4.9 Assesses and revises own work with guidance. 4.10 Identifies own strengths and sets goals for improvement.	4.8 Identifying the Story Elements 4.9 Using Feedback to Revise My Work 4.10 Strengths and Goals
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_ Class \_\_\_\_\_

## Key Words for Online Searching

*Circle the key or important words in your question.*

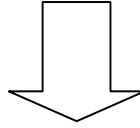
Question:

What other words could you use? (Think of synonyms or related words.)

Name\_\_\_\_\_ Class\_\_\_\_\_

## Main Ideas and Details

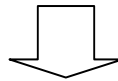
Main Idea (Paraphrase in your own words)



Supporting Detail 1 – *Is this fact or opinion? How does it support the main idea?*

Supporting Detail 2 – *Is this fact or opinion? How does it support the main idea?*

Supporting Detail 3 – *Is this fact or opinion? How does it support the main idea?*



Summary of Main Idea and Details (in 2-3 sentences of your own words)

Name \_\_\_\_\_ Class \_\_\_\_\_

## Predicting Answers

Topic: \_\_\_\_\_

I Already Know	I Wonder	I Predict I Will Find

Name \_\_\_\_\_ Class \_\_\_\_\_

## SELECTING THE RIGHT SOURCES

Question:

If this question requires,		Then I might try this type of source:
The most up-to-date information	↑	Magazine, newspaper, website, almanac
Historical information	↑	Reference, nonfiction, biography, online primary
Background or summary information	↑	General encyclopedia
Very specific or in-depth information	↑	Nonfiction, magazine, website, reference
First-hand accounts	↑	Nonfiction, biography, online primary sources

Where did I find the information to answer the question?	Why did I choose this source?

Class\_\_\_\_\_

## Paraphrasing Chart

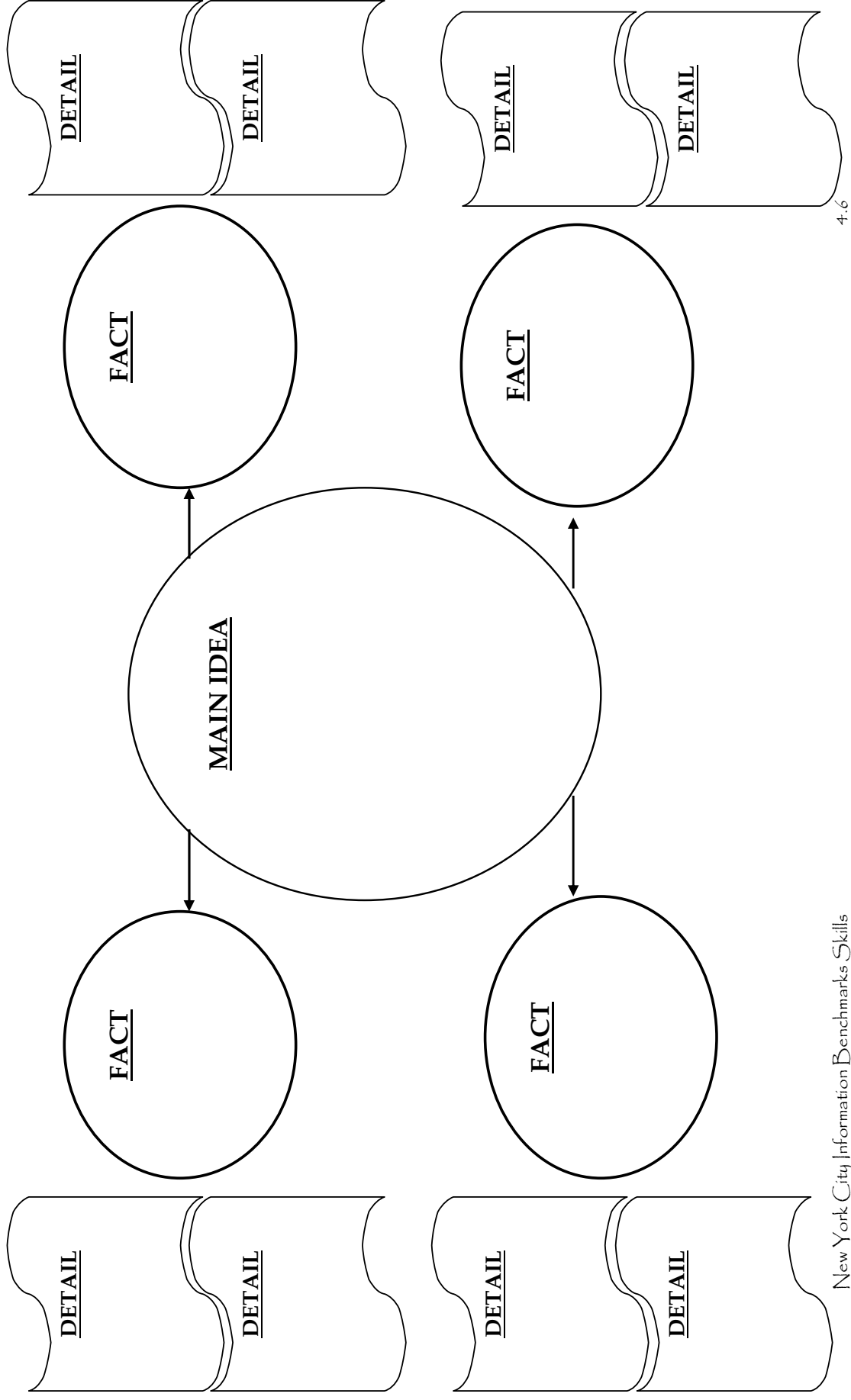
**Paraphrasing** means to put some text that you've read or heard into your own words.

Start with **Notes** where you write down information from the text – main ideas, facts, supporting evidence. In **My Paraphrase** column, write 2-3 sentences in which you explain the main ideas in your own words. In the **My Thoughts** section, write what these ideas make you think about – what feelings, predictions, or conclusions can you draw?

<b><u>NOTES FROM ORIGINAL SOURCE</u></b>	<b><u>MY PARAPHRASE</u></b>
<b><u>MY THOUGHTS</u></b>	

Name \_\_\_\_\_ Class \_\_\_\_\_

## Mapping the Main Idea and Supporting Facts



Name \_\_\_\_\_ Class \_\_\_\_\_

## Summarizing the Important Ideas

IMPORTANT IDEA	IMPORTANT IDEA	IMPORTANT IDEA	IMPORTANT IDEA

**SUMMARY:**

Name \_\_\_\_\_ Class \_\_\_\_\_

## Supporting the Main Idea

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail

Summary

Name\_\_\_\_\_ Class\_\_\_\_\_

## **Identifying the Story Elements**

**Title** \_\_\_\_\_

**Author**\_\_\_\_\_

**Character(s)**

**Setting**

**Problem (conflict)**

**Solution (resolution)**

**Main Idea**

Name \_\_\_\_\_ Class \_\_\_\_\_

## Using Feedback to Revise My Work

Attribute	Feedback from Teacher	Feedback from Others
The research answered the questions.		
The main idea is clearly presented.		
Supporting details for the main idea were provided.		
The final project is written in the student's own words.		
The final project is neat, clear, and well-organized.		
The project has been reviewed for proper grammar.		
There were multiple sources including print and electronic.		
All sources were cited and in a proper bibliographic format.		
The project is interesting and keeps the reader's attention.		

I will modify and revise my work in the following ways:

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Name\_\_\_\_\_ Class\_\_\_\_\_

## **Strengths and Goals**

**What I did well:**

1.

2.

3.

**Why was it good?**

1.

2.

3.

**What could have been better:**

1.

2.

3.

**How can I improve it?**

1.

2.

3.

## Information Fluency: Priority Benchmark Skills and Assessments

### Grade 5

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	5.1 Uses sources to acquire background information and brainstorms ideas for further inquiry.	5.1 Using Background Information to Brainstorm Ideas
Inquiry Phase: Wonder	5.2 Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.	5.2 Writing Questions That Lead to Inquiry
Inquiry Phase: Investigate	5.3 Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions. 5.4 Uses navigation tools of a Website to find information. 5.5 Evaluates print and electronic information for usefulness, relevance, and accuracy. 5.6 Uses various note taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers).	5.3 Using Multiple Sources  5.4 Using Website Navigation Tools 5.5 Evaluation Tool Sheet  5.6 Notetaking Grid 5.6 Notetaking by Question
Inquiry Phase: Construct	5.7 Forms opinion and uses evidence from text to back it up.	5.7 Using Evidence to Support Opinions
Inquiry Phase: Express	5.8 Cites all sources used according to model provided by teacher. 5.9 Modifies and revises own work based on feedback from teacher and others.	5.8 Bibliography Worksheet  5.9, 5.10 Using Feedback to Revise My Work
Inquiry Phase: Reflect	5.10 Assesses and revises own work with guidance. 5.11 Identifies own strengths and sets goals for improvement.	5.9, 5.10 Using Feedback to Revise My Work 5.11 Strengths and Goals
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_

Class \_\_\_\_\_

## Using Background Information to Brainstorm Ideas

Source:

\_\_\_\_\_

Information:

\_\_\_\_\_

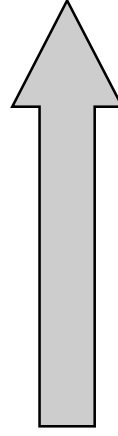
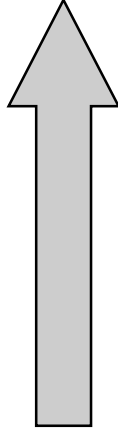
Source:

\_\_\_\_\_

Information:

\_\_\_\_\_

TOPIC:



Ideas for further inquiry:

Ideas for further inquiry:

Name \_\_\_\_\_ Class \_\_\_\_\_

## Writing Questions That Lead to Inquiry

Question:

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Can your question be answered by research?

- ✓ Is this a topic that someone would have written about? If yes, why do you think so?

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- ✓ Will there be facts as well as opinions about this topic?

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Will your question lead to an interesting inquiry investigation?

- ✓ Am I interested in the topic?
- ✓ Does the question go beyond a yes/no answer?
- ✓ Is the question complex enough to require information beyond a few simple facts to answer it?
- ✓ Does the question lead to investigating multiple points of view?

How could you revise the question to make it answerable and more interesting?

Revised Question:

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Name\_\_\_\_\_ Class\_\_\_\_\_

## Using Multiple Sources

## My Research Notes About:

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<b>Source Formats include:</b>	<b>Question 1</b>	<b>Question 2</b>	<b>Question 3</b>
<ul style="list-style-type: none"> <li>• Print</li> <li>• Nonprint</li> <li>• Electronic</li> <li>• Human</li> </ul>			
<b>Source 1</b>	<b>Notes</b>	<b>Notes</b>	<b>Notes</b>
<b>Source format:</b>			
<b>Source 2</b>	<b>Notes</b>	<b>Notes</b>	<b>Notes</b>
<b>Source format:</b>			
<b>Source 3</b>	<b>Notes</b>	<b>Notes</b>	<b>Notes</b>
<b>Source format:</b>			

Name\_\_\_\_\_Class\_\_\_\_\_

## Using Website Navigation Tools

Topic:

Question(s):

Navigation Tool	Information Found
Navigation Tabs	
Left/Right Channels	
Search Box	
Icons or Images	
Embedded Links	
Crumb Trail	

Name\_\_\_\_\_ Class\_\_\_\_\_

## Evaluation Tool Sheet

Resource:

### Usefulness

Criteria	Yes/No	Evidence
Does the information in the resource answer my question(s)?		
Is the information current? When was the information written?		
Is the information provided fact or opinion?		

### Relevance

Criteria	Yes/No	Evidence
Is the information from a primary source or secondary source?		
Is the information provided objective or only one side of an argument? Is there a particular point of view?		
Is the information related to your topic?		

### Accuracy

Criteria	Yes/No	Evidence
Do you know who the author of the information is? Is it clear or hidden?		
Is the source of the information trustworthy?		
Does the resource provide a comprehensive overview or a sketchy one?		

Name \_\_\_\_\_ Class \_\_\_\_\_

## Notetaking Grid

Topic:	Key Question:	Key Question:	Key Question:	Key Question:
Resource:				
Resource:				
Connect & React				

Name \_\_\_\_\_ Class \_\_\_\_\_

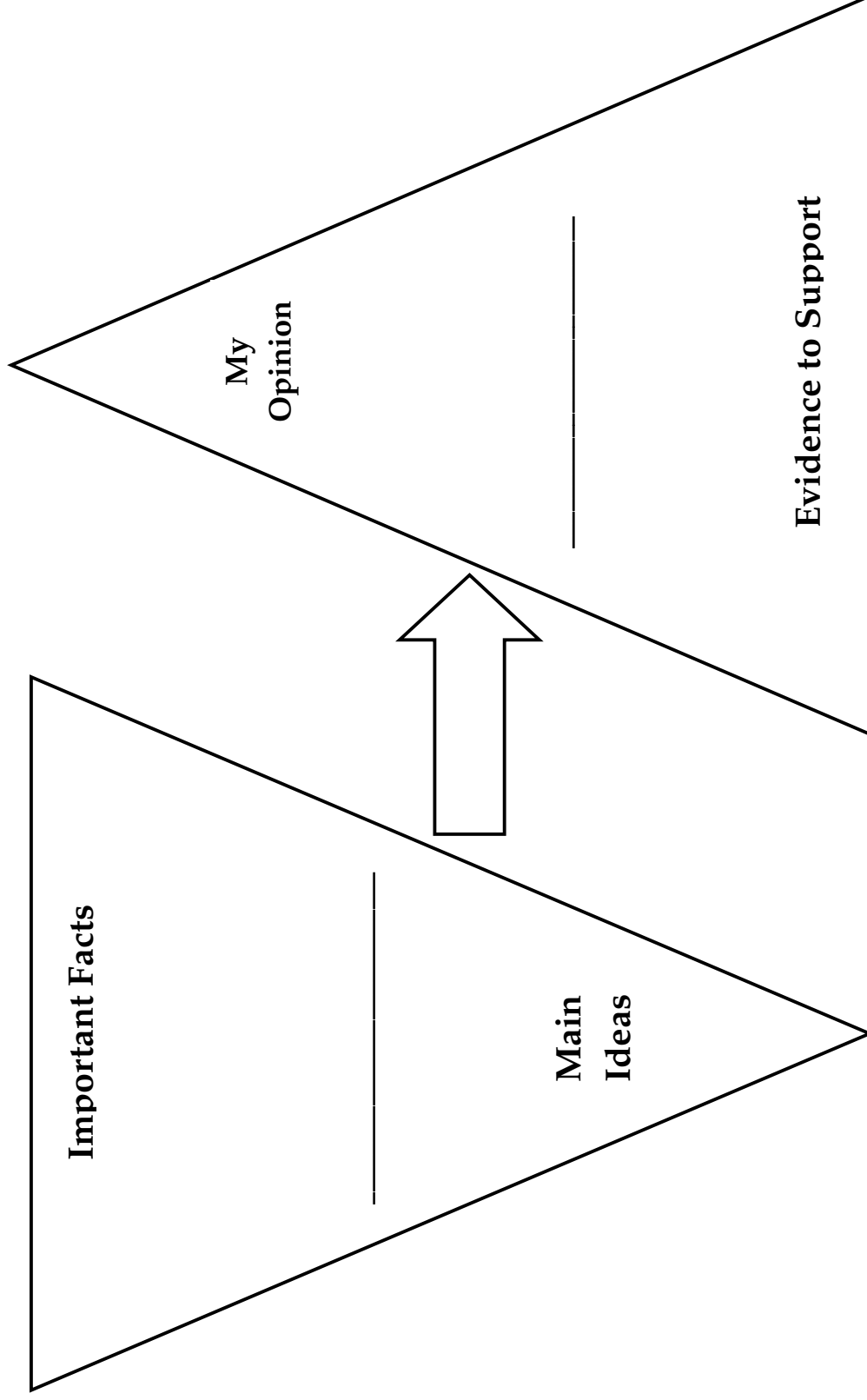
## Notetaking by Question

Topic: \_\_\_\_\_

	Resource (Web site or print source)	Information	Vocabulary (Key Words)	Paraphrase
Key Question:				
Key Question:				
Key Question:				
Key Question:				

Name \_\_\_\_\_ Class \_\_\_\_\_

## Using Evidence to Support Opinions



Name\_\_\_\_\_ Class\_\_\_\_\_

## Bibliography Worksheet

### Book Citation

#### Example:

Author's Last Name	Maguire
Author's First Name	Gregory
Title of Book	Wicked
City of Publication	New York
Name of Publisher	Harper Collins Publishers
Copyright Year	1995
Macguire, Gregory. <u>Wicked</u> . New York: HarperCollins Publishers, 1995.	

#### My Citation:

Author's Last Name	
Author's First Name	
Title of Book	
City of Publication	
Name of Publisher	
Copyright Year	

Name\_\_\_\_\_ Class\_\_\_\_\_

## Using Feedback to Revise My Work

Attribute	Feedback from Teacher	Feedback from Others
The research answered the questions.		
The main idea is clearly presented.		
Supporting details for the main idea were provided.		
The final project is written in the student's own words.		
The final project is neat, clear, and well-organized.		
The project has been reviewed for proper grammar.		
There were multiple sources including print and electronic.		
All sources were cited and in a proper bibliographic format.		
The project is interesting and keeps the reader's attention.		

I will modify and revise my work in the following ways:

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Name\_\_\_\_\_ Class\_\_\_\_\_

## Strengths and Goals

**What I did well:**

**Why was it good?**

1.

1.

2.

2.

3.

3.

**What could have been better:**

**How can I improve it?**

1.

1.

2.

2.

3.

3.

# Information Fluency: Priority Benchmark Skills and Assessments

## Grade 6

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect		
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	6.1 Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves. 6.2 Uses both primary and secondary sources.	6.1 Online Catalog  6.2 Making Inferences from Facts
Inquiry Phase: Construct	6.3 Combines information and weighs evidence to draw conclusions and create meaning.	6.3 Drawing Conclusions from Information
Inquiry Phase: Express	6.4 Presents conclusions and supporting facts in a variety of ways.	6.4 Conclusions and Supporting Evidence 6.4 CEI: Claim, Evidence and Interpretation
Inquiry Phase: Reflect		
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_ Class \_\_\_\_\_

## Online Catalog

Catalog Search	Description	Strategy/Search Results
<b>Author</b>	Use this search to find all works written by an author. An author may be a person or an organization.	
<b>Title</b>	Use this search when you know all or part of a title.	
<b>Author/title combination</b>	Use this search when you have all of this information.	
<b>Keyword</b>	Keywords are words occurring in author names, titles, subject headings, publisher names or contents notes of catalog records. Use this all-purpose search when you are not sure which subject to use or other searches don't produce needed results.	
<b>Subject</b>	Use this "controlled vocabulary" search to find works <i>about</i> a topic or an author.	
<b>Call Number</b>	Each unique work in the catalog has its own call number. Call numbers are created by the library and printed on item labels. Because of the way they are structured, they bring works on the same topic or by the same author together, so that you can browse library shelves to find related sources.	

Name\_\_\_\_\_ Class\_\_\_\_\_


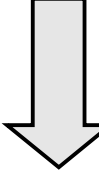
## Making Inferences from FACTS

Inferences  
Guesses we  
make by using what see  
or read plus what we know  
from our own experiences.

<u>Fact/Observation</u>	<u>Inference</u> <i>This fact or observation suggests that...</i>

Name\_\_\_\_\_ Class\_\_\_\_\_

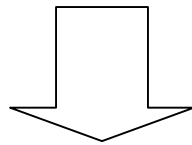
## Drawing Conclusions from Information

Facts	Inferences		
			
			
<table border="1"><thead><tr><th data-bbox="201 1194 1451 1245">Conclusion</th></tr></thead><tbody><tr><td data-bbox="201 1245 1451 1759"></td></tr></tbody></table>		Conclusion	
Conclusion			

Name\_\_\_\_\_ Class\_\_\_\_\_

## **Conclusions and Supporting Evidence**

**Conclusions**



**Supporting Evidence**

Name\_\_\_\_\_Class\_\_\_\_\_

## **CEI: Claim, Evidence and Interpretation**

**Claim:**

**Evidence:** Examples, quotes, textual references that support the claim ...

**Interpretation:** An explanation and/or analysis of the evidence

# Information Fluency: Priority Benchmark Skills and Assessments

## Grade 7

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
<b>STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING</b>		
Inquiry Phase: Connect	7.1 States and verifies what is known about the problem or question and makes connections to prior knowledge.	7.1 Predicting Answers to Inquiry Questions
Inquiry Phase: Wonder	7.2 Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis.	7.2 Developing Focus Questions
Inquiry Phase: Investigate	7.3 Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy. 7.4 Uses both facts and opinions responsibly by identifying and verifying them.	7.3 Notetaking Grid  7.3 Website Evaluation  7.4 Fact vs. Opinion
Inquiry Phase: Construct	7.5 Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions.  7.6 Interprets information and ideas by defining, classifying, and inferring.	7.5 Cause and Effect Diagram 7.5 One Cause/One Effect 7.5 Cause-Effect Chart 7.5 Chain-of-Events 7.5 Chronological Order 7.5 Time Sequence Organizer 7.5 Flow Chart  7.6 Readers Make Inferences
Inquiry Phase: Express	7.7 Cites all sources used according to local style formats.	7.7 Bibliography Worksheet
Inquiry Phase: Reflect	7.8 Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.	7.8 Self-Assessment
<b>STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH</b>		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
<b>STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY</b>		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

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## Predicting Answers to Inquiry Questions

Topic: \_\_\_\_\_

**Background Information:**

Important people, places, dates:

Important issues:

Key words and concepts:

Question:	Predicted Answer:  Why?
Question:	Predicted Answer:  Why?
Question:	Predicted Answer:  Why?

Name \_\_\_\_\_ Class \_\_\_\_\_

## Developing Focus Questions

Your topic: \_\_\_\_\_

From simple to complex questions	<b>STARTING QUESTION:</b>	
	Open question using the 5 W's & How	
	Who	
	What	
	When	
	Where	
Why		
How		
<b>2. THINK DEEPLY:</b>		
Layered questions using comparison, cause and effect, importance		
<p>How are _____ and _____ related?</p> <p>How will / did _____ affect _____?</p> <p>What would / did _____ do to _____?</p> <p>Why might _____ be / have been important for _____?</p>		

Name\_\_\_\_\_

Class\_\_\_\_\_

## Notetaking Grid

	Resource (Website)	Information	Vocabulary (Key Words)	Paraphrase
Key Question				
Key Question				
Key Question				

Name \_\_\_\_\_ Class \_\_\_\_\_

## Website Evaluation

Use the following criteria and questions to evaluate Websites for use in your research:

Criteria	Your Evaluation
<b>Website</b> <ul style="list-style-type: none"><li>• Title</li><li>• Author or Publisher</li><li>• Last Updated</li><li>• URL</li></ul>	
<b>Authority</b> <ul style="list-style-type: none"><li>• What are the credentials of the author or publisher?</li><li>• Is this a personal page or is it sponsored by an organization?</li><li>• What is the point of view or perspective of the creator?</li></ul>	
<b>Navigation</b> <ul style="list-style-type: none"><li>• What navigation tools are embedded in the site (e.g., navigation bar, tabs, left or right channel, site map) and how easily is the site navigated?</li><li>• What tools are offered to make the text easier to navigate (e.g., headings, bullets, graphics, highlighting)?</li><li>• Are all embedded links active?</li></ul>	
<b>Relevance</b> <ul style="list-style-type: none"><li>• Does the Website address your topic and research questions?</li><li>• Can you read and understand the text?</li></ul>	
<b>Accuracy</b> <ul style="list-style-type: none"><li>• Does the information appear to be accurate because it matches information found in other resources? Is it up-to-date?</li><li>• Is the information mostly facts or opinion?</li><li>• Is believable evidence provided to back up all statements?</li></ul>	
<b>Comprehensiveness</b> <ul style="list-style-type: none"><li>• Is the information complete and comprehensive?</li><li>• Does the site present more than one perspective?</li></ul>	

Name \_\_\_\_\_ Class \_\_\_\_\_

## FACT VS. OPINION

**Directions:** Understanding text often involves being able to tell the difference between fact and opinion. Often writers will mix fact and opinion, and it becomes the job of the reader to sort them out.

*Facts* are objective (i.e., they can be proven).

- *The White House is where the president lives.*

*Opinions* are subjective (i.e., they express a preference or bias).

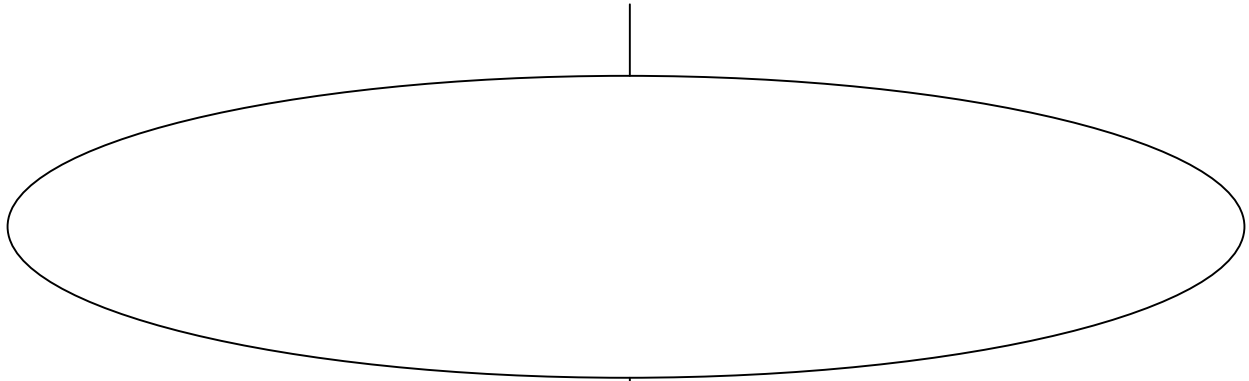
- *I think all dogs are mean.*

	Text details & direct quotes from text	Explain how you know the details are facts or opinions
FACTS		
OPINIONS		

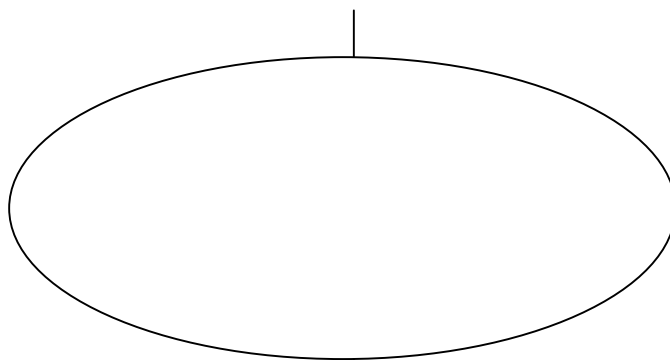
Name \_\_\_\_\_ Class \_\_\_\_\_

## Cause and Effect Diagram

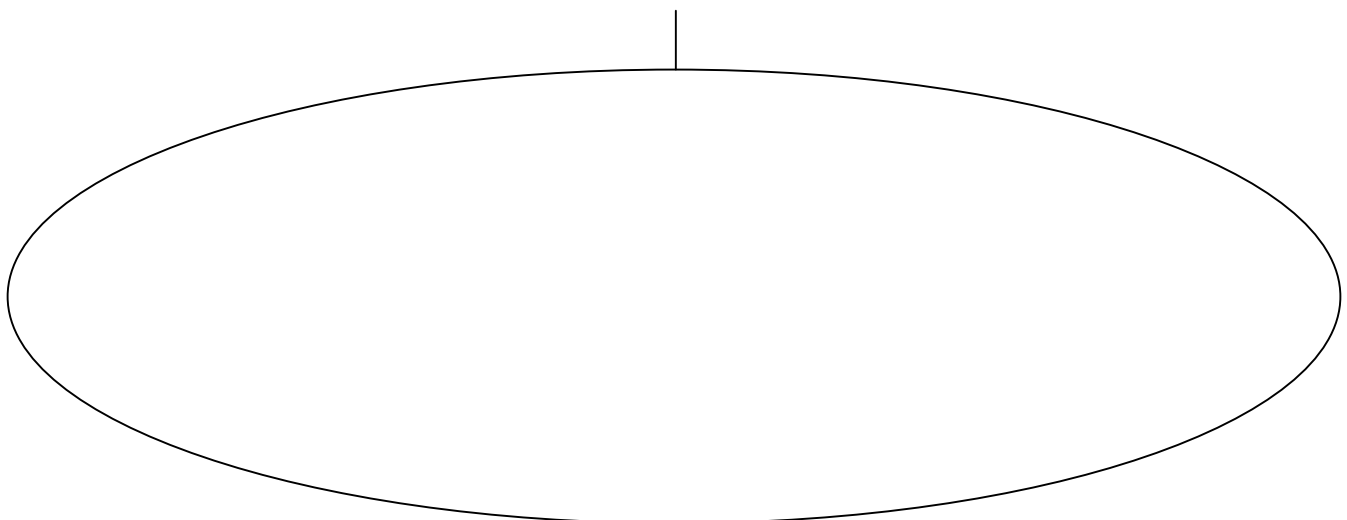
**Causes**



**Topic**



**Effects**

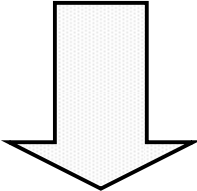


Name \_\_\_\_\_ Class \_\_\_\_\_

## One Cause / One Effect

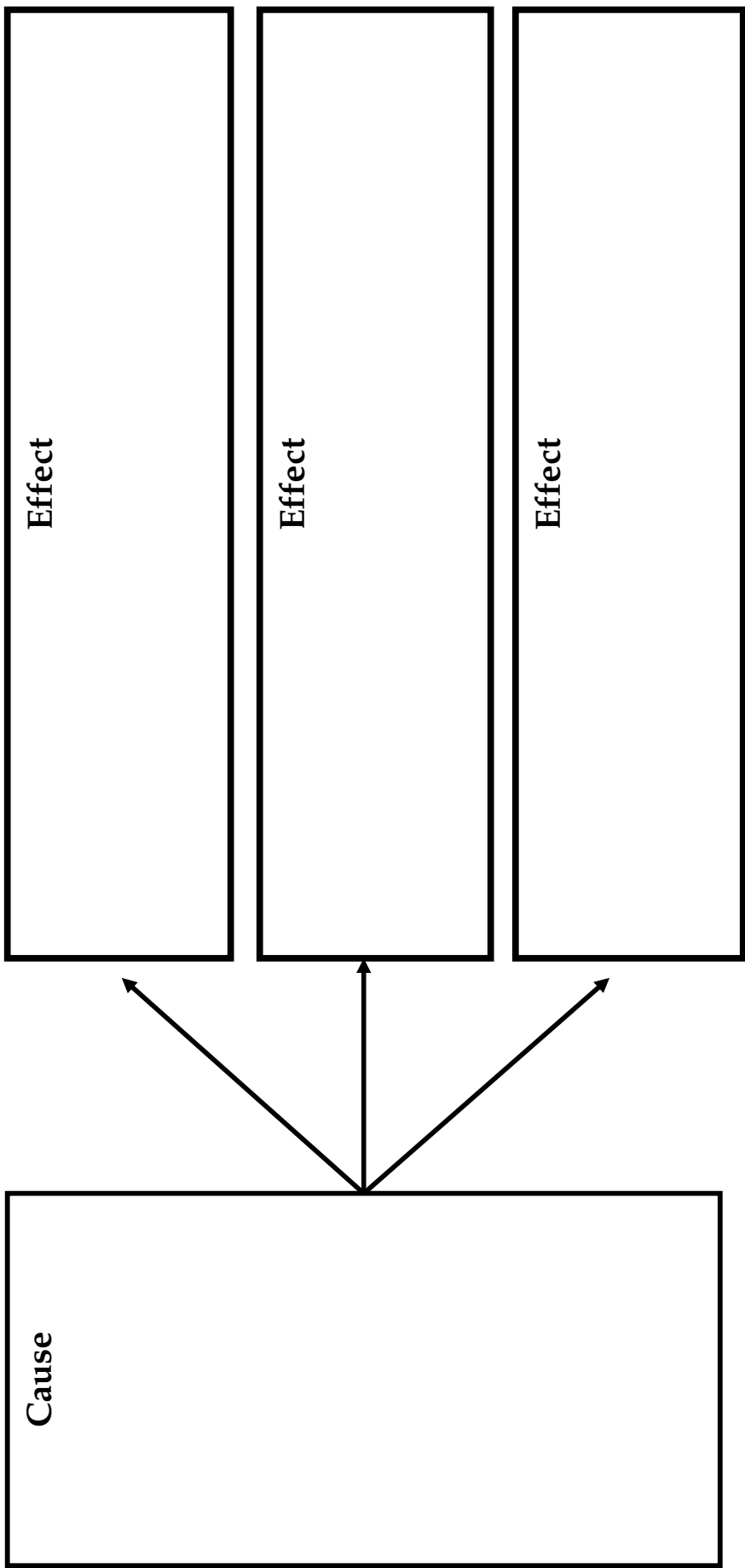
A *cause* is an event that makes something happen. An *effect* is what happens because of the cause. To find a cause, ask why something happened. To find an effect, ask what happened as a result of something. The chart below is presented to identify cause and effect.

Topic: \_\_\_\_\_

		CAUSE		
				
		EFFECT		

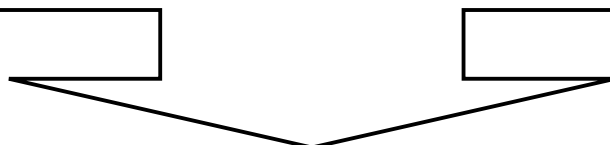
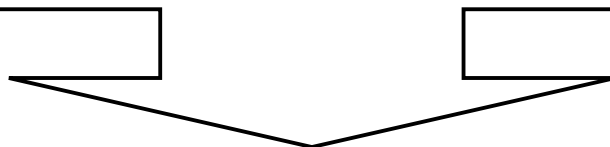
Name \_\_\_\_\_ Class \_\_\_\_\_

Cause-Effect Chart



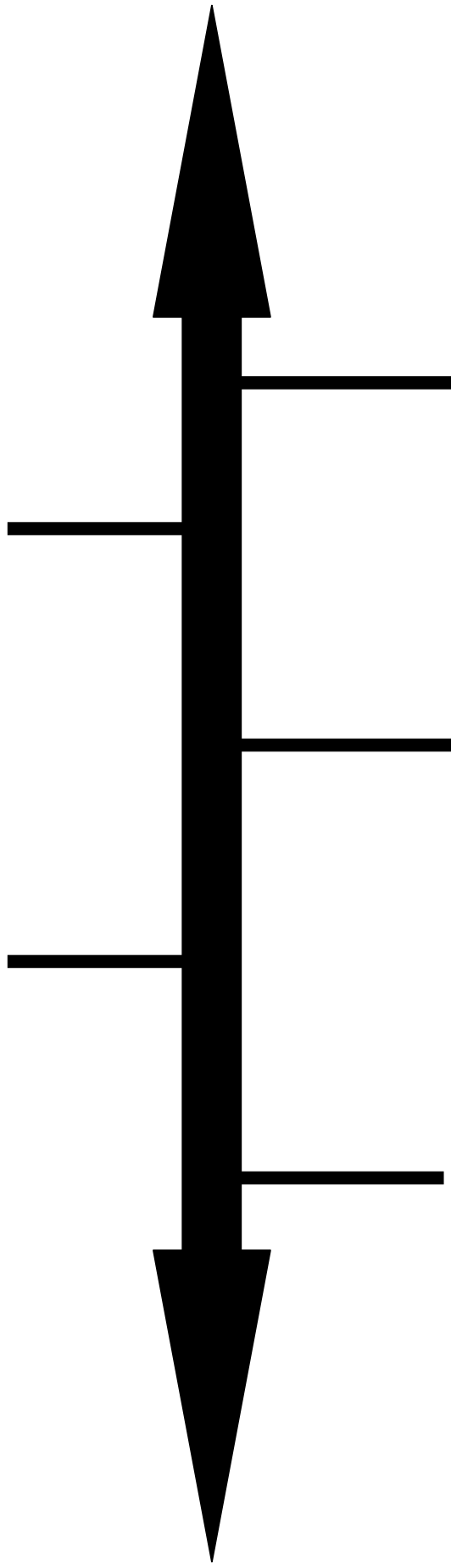
Name\_\_\_\_\_Class\_\_\_\_\_

## Chain-of-Events



Name \_\_\_\_\_ Class \_\_\_\_\_

## Chronological Order



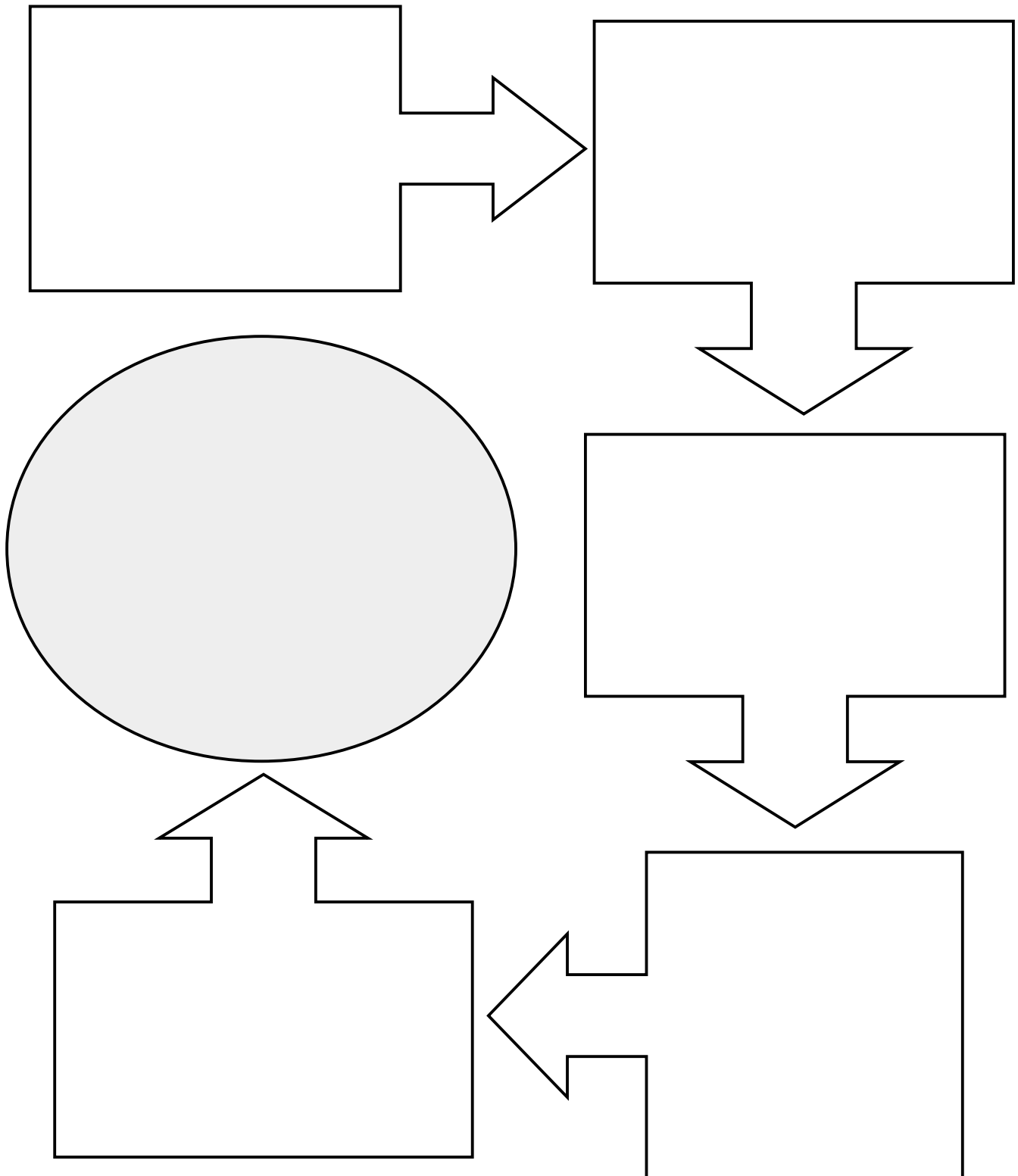
Name \_\_\_\_\_ Class \_\_\_\_\_

## Time Sequence Organizer

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Name \_\_\_\_\_ Class \_\_\_\_\_

## Flow Chart



Name\_\_\_\_\_ Class\_\_\_\_\_

## **Readers Make Inferences**

*Figuring Out What Writers Mean by What They Say*

Quote:

*What it says in your own words*

*What it means “between the lines”*

Name \_\_\_\_\_ Class \_\_\_\_\_

## **Bibliography Worksheet**

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, [www.easybib.com](http://www.easybib.com); [www.bibme.org](http://www.bibme.org); or [www.workscited4u.com](http://www.workscited4u.com)).

<b>Book (one author)</b>	
Author's Last Name, First Name	
Title of Book	
City of Publication	
Publisher	
Copyright Year	
<b>Magazine Article</b>	
Author's Last Name, First Name	
Title of Article	
Name of Magazine	
Volume and Issue of Magazine	
Date of Magazine	
Page Numbers	
URL (if online)	
Retrieval Date (if online)	
<b>Encyclopedia Article</b>	
Author's Last Name, First Name	
Title of Article	
Name of Encyclopedia	
Editor of Encyclopedia (if available)	
Volume, Pages	
City of Publication	
Publisher	
Copyright Year	
<b>Website</b>	
Author's Last Name, First Name	
Title of Web page	
Title of Website (if different)	
Publisher of Website	
URL	
Last Updated Date	
Retrieval Date	

Name\_\_\_\_\_ Class\_\_\_\_\_

## Self-Assessment

### *Identifying own strengths and setting goals for improvement*

1. What two parts of the assignment did you do well?
2. What part did you enjoy the most?
3. What part could you have improved?
4. Name two goals for improvement on your next assignment like this.

# Information Fluency: Priority Benchmark Skills and Assessments

## Grade 8

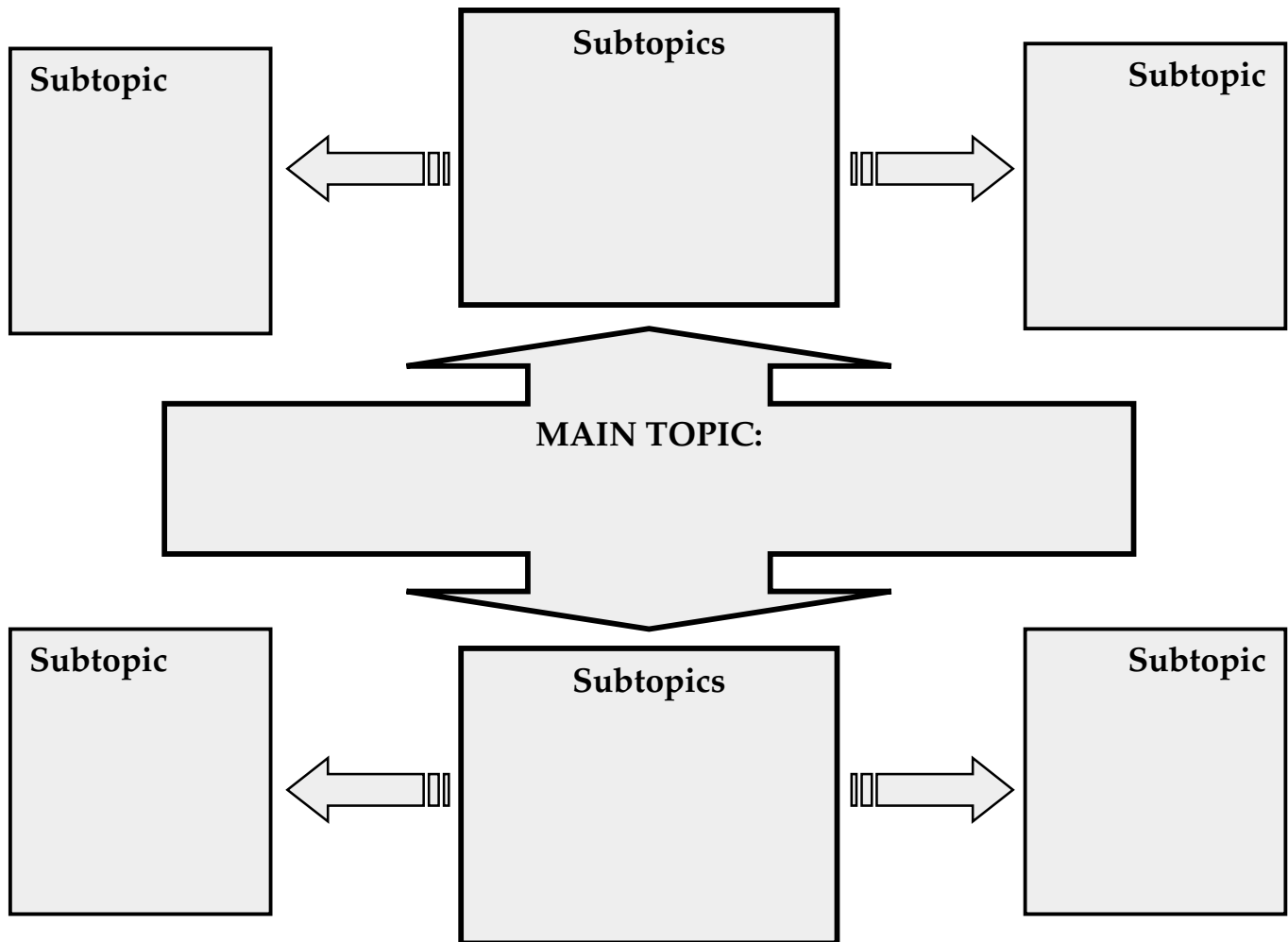
STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	8.1 Revises the question or problem as needed to arrive at a manageable topic for inquiry.	8.1 Narrowing Down a Large Topic 8.1 Narrowing Down a Large Topic - <i>Example</i>
Inquiry Phase: Wonder	8.2 Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison).	8.2 Refining Research Question to Search for Different Types of Information
Inquiry Phase: Investigate	8.3 Uses different formats (e.g. books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information. 8.4 Recognizes the effect of different perspectives and points of view on information. 8.5 Recognizes that own point of view influences the interpretation of information.	8.3 Using Different Sources  8.4 The Effects of Different Perspectives on Issues/Topics  8.5 Point of View Influences Interpretation or Information
Inquiry Phase: Construct	8.6 Draws conclusions based on explicit and implied information.	8.6 CEI: Claim, Evidence and Interpretation 8.6 Drawing Conclusions from Information
Inquiry Phase: Express	8.7 Creates products for authentic reasons and audiences.	8.7 My Research Project
Inquiry Phase: Reflect	8.8 Identifies own strengths and sets goals for improvement.	8.8 Strengths and Goals
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name\_\_\_\_\_ Class\_\_\_\_\_

## Narrowing Down a Large Topic

**HINT: Choose one subtopic**

Perform *all* research necessary to understand that *one* subtopic



### Process for Selecting a Topic

- Read all available information on the main topic. Why? When you read, you will learn about terms or words and subtopics (issues that are related to your main topic).
- Choose the subtopic that not only most interests you but also has ample information.
- During and after your reading, write down questions that were not completely answered by your studies and/or readings or questions that arise from interest in the topic.

### Process for Selecting Search Engines

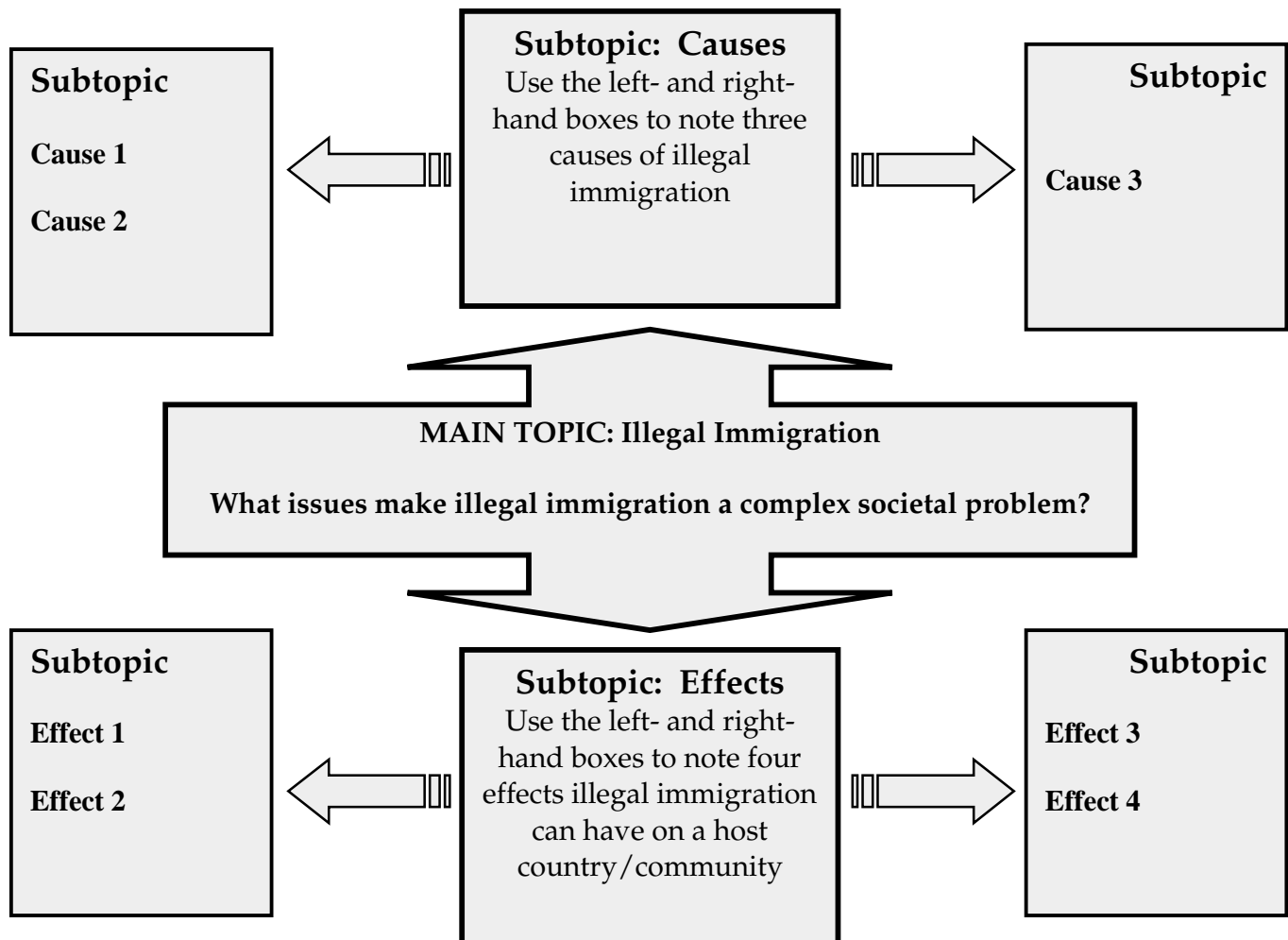
- Use any browser dialogue box.
- Type in the term "Search Engines" You will see that some results have notes that not only tell whether they are true search engines, but also the *type* of research for which they are best suited.

Name\_\_\_\_\_ Class\_\_\_\_\_

## Narrowing Down a Large Topic - *Example*

**HINT: Choose one subtopic**

Perform *all* research necessary to understand that *one* subtopic



### Process for Selecting a Topic

- Read all available information on the main topic. Why? When you read, you will learn about terms or words and subtopics (issues that are related to your main topic).
- Choose the subtopic that not only most interests you but also has ample information.
- During and after your reading, write down questions that were not completely answered by your studies and/or readings or questions that arise from interest in the topic.

### Process for Selecting Search Engines

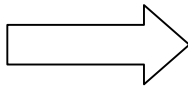
- Use any browser dialogue box.
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Name \_\_\_\_\_ Class \_\_\_\_\_

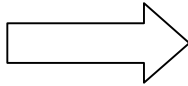
## Refining Research Question to Search for Different Types of Information

TOPIC: \_\_\_\_\_

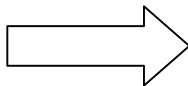
**ORIGINAL  
RESEARCH  
QUESTION**

A rectangular box with wavy top and bottom edges, intended for writing a research question.

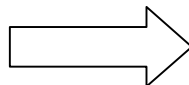
**REVISE QUESTION  
TO SEARCH FOR AN  
OVERVIEW OF THE  
TOPIC**

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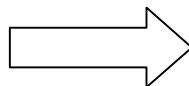
**REVISE QUESTION  
TO SEARCH FOR  
THE BIG IDEA OF  
THE TOPIC**

A rectangular box with wavy top and bottom edges, intended for writing a research question.

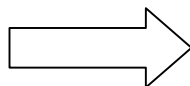
**REVISE QUESTION  
TO SEARCH FOR  
SPECIFIC DETAILS  
OF THE TOPIC**

A rectangular box with wavy top and bottom edges, intended for writing a research question.

**REVISE QUESTION  
TO SEARCH FOR  
CAUSES AND  
EFFECTS OF THE  
TOPIC**

A rectangular box with wavy top and bottom edges, intended for writing a research question.

**REVISE QUESTION  
TO SEARCH FOR A  
COMPARISON OF  
THE TOPIC AND  
SOMETHING ELSE**

A rectangular box with wavy top and bottom edges, intended for writing a research question.

Name\_\_\_\_\_ Class\_\_\_\_\_

## Using Different Sources

Topic: \_\_\_\_\_

Type of Source	Found Information	Found Information	Found Information
<b>Books</b> 1. _____ 2. _____ 3. _____			
<b>Websites</b> 1. _____ 2. _____ 3. _____			
<b>Subscription Databases</b> 1. _____ 2. _____ 3. _____			
<b>Multimedia</b> 1. _____ 2. _____ 3. _____			
<b>Graphs and Charts</b> 1. _____ 2. _____ 3. _____			
<b>Maps and Diagrams</b> 1. _____ 2. _____ 3. _____			

Name\_\_\_\_\_ Class\_\_\_\_\_

## The Effects of Different Perspectives on Issues/Topics

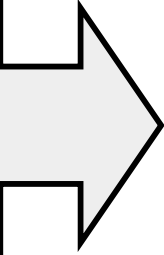
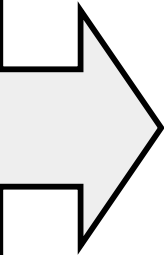
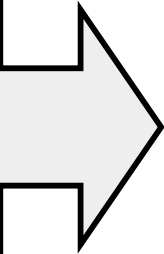
<b>Issue/Topic:</b>	<b>One perspective:</b>
	<b>Why he or she thinks this:</b>
	<b>Someone else's perspective:</b>
	<b>Why he or she thinks this:</b>

**What I think about the two perspectives:**

Name \_\_\_\_\_ Class \_\_\_\_\_

## Point of View Influences Interpretation of Information

Topic: \_\_\_\_\_

<b>Idea #1:</b> 	<b>My interpretation (What I think this means):</b>	<b>How someone with an opposite point of view might have interpreted this idea:</b>
<b>Idea #2:</b> 	<b>My interpretation (What I think this means):</b>	<b>How someone with an opposite point of view might have interpreted this idea:</b>
<b>Idea #3:</b> 	<b>My interpretation (What I think this means):</b>	<b>How someone with an opposite point of view might have interpreted this idea:</b>

Name\_\_\_\_\_Class\_\_\_\_\_

## **CEI: Claim, Evidence and Interpretation**

**Claim:**

**Evidence:** Examples, quotes, textual references that support the claim ...

**Interpretation:** An explanation and/or analysis of the evidence

Name\_\_\_\_\_ Class\_\_\_\_\_

## Drawing Conclusions from Information

Facts	Inferences			
		→		
		↓		
<table border="1"><thead><tr><th data-bbox="201 1194 1451 1245">Conclusion</th></tr></thead><tbody><tr><td data-bbox="201 1245 1451 1759"></td></tr></tbody></table>			Conclusion	
Conclusion				

Name\_\_\_\_\_ Class\_\_\_\_\_

## My Research Project

**Why am I doing  
this research?  
What do I want  
to show in the  
end?**



**Who am I  
researching for?  
Who might see my  
final product?**



Name\_\_\_\_\_ Class\_\_\_\_\_

## Strengths and Goals

**What I did well:**

1.

2.

3.

**Why was it good?**

1.

2.

3.

**What could have been better:**

1.

2.

3.

**How can I improve it?**

1.

2.

3.

# Information Fluency: Priority Benchmark Skills and Assessments

## Grade 9

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
<b>STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING</b>		
Inquiry Phase: Connect	9.1 Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research. 9.2 Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.	9.1 Identifying Key Words, Concepts, Synonyms and Related Terms  9.2 Mind Mapping
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	9.3 Takes notes using one or more of a variety of note taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).	9.3 Notetaking Grid 9.3 Reflective Notetaking 9.3 Notetaking to Answer Questions 9.3 Notes on Main Ideas and Supporting Evidence 9.3 Notes on Main Ideas and Supporting Evidence - <i>Example</i>
Inquiry Phase: Construct	9.4 Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.	9.4 Organizing Information – <i>Example</i> 9.4 Organizing Information - Rubric
Inquiry Phase: Express		
Inquiry Phase: Reflect	9.5 Identifies own strengths and sets goals for improvement.	9.5 My Strengths in the Inquiry Process 9.5 My Strengths in the Inquiry Process - <i>Example</i>
<b>STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH</b>		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
<b>STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY</b>		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_ Class \_\_\_\_\_

## Identifying Key Words, Concepts, Synonyms and Related Terms

Effective researchers use a strategy of broadening their search for information by identifying key words, concepts, synonyms, and related terms. You can find these alternative search terms by consulting an **overview article** in a magazine or encyclopedia, a **thesaurus**, a **dictionary**, **search engines**, and **subject headings** in the library catalog. You should start this process as soon as you decide on a topic or research question and continue to build your list throughout your inquiry.

<b>Key Words</b> (Words that convey the main ideas of your topic or questions)	<b>Concepts</b> (Words that describe the big ideas to which your topic is related)	<b>Synonyms</b> (Words that mean the same as your key words)	<b>Related Terms</b> (Words that are closely associated with key words, but not substitutes like synonyms)
<b>Example Topic/Question:</b> How will global warming affect life in New York City during the 21 <sup>st</sup> century?			
Ex: global warming, climate, greenhouse gases, solar radiation	Ex: ecological system, environment	Ex: earth temperature, greenhouse effect	Ex: climate change, earth's atmosphere
<b>Your Topic/Question:</b>			
<b>Key Words</b>	<b>Concepts</b>	<b>Synonyms</b>	<b>Related Terms</b>

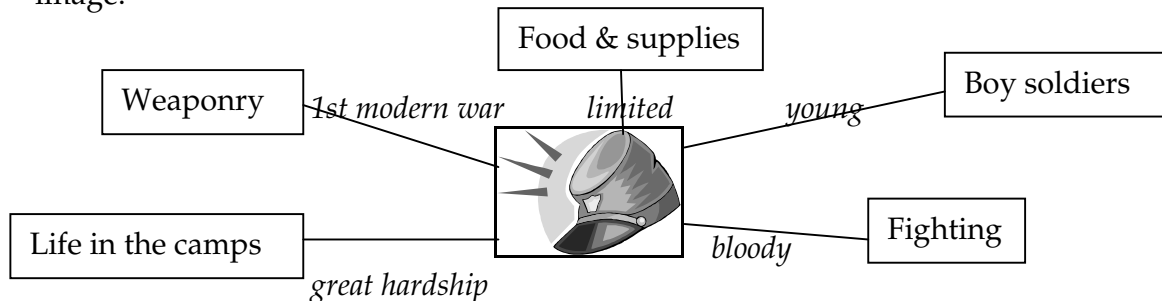
## Mind Mapping

Mind Mapping is a method of creating a visual image that communicates a big idea, supporting ideas, and relationships among ideas. Researchers use mind maps to brainstorm a picture of their inquiry topic, to figure out the aspects of the topic that are most interesting or open to inquiry, and to think through definitions, examples, causes, effects, and questions.

### **What does a mind map look like?**

A mind map has an image of the main idea in the center, with 5-10 ideas that relate to the main idea revolving around the center, but connected by lines labeled with words that express the relationship between the two ideas.

For example, a mind map of the “Life of a Soldier in the American Civil War” might have an image of a soldier’s cap in the center, with ideas like “boy soldiers,” “food and supplies,” “weaponry,” “life in the camps,” and “fighting” surrounding the center image.



### **Process for Creating a Mind Map**

1. In the center of your paper or screen, draw a symbol or image that represents the main idea.
2. Draw branches from the main idea to 5-10 subtopics that you have gathered from prior knowledge or background information. The subtopics can be expressed as words or images.
3. Label the branch lines with descriptive words or verbs to express the relationship between the ideas.
4. You may decide to extend the mind map by brainstorming smaller topics that relate to each subtopic.
5. You can use color, different types of print or graphics, and variations in size to ensure that your main ideas and relationships are clear.
6. Be creative! This is a chance to clarify an overall picture of your inquiry topic and figure out what **you** want to research in more detail.

**Try these sites for free mind mapping tools:**

- <http://mywebspiration.com/>
- <http://www.mindmeister.com/>
- <http://www.mindomo.com/>

Notetaking Grid

Topic: \_\_\_\_\_

	Resource (Website)	Information	Vocabulary – Key Words	Paraphrase
Key Question:				
Key Question:				

Name\_\_\_\_\_ Class\_\_\_\_\_

### Reflective Notetaking

Question:		
Source/Pg	Notes in Own Words – Answers to Question	Reactions (Questions, Opinions, Responses, Gaps, Inaccuracies)

Name \_\_\_\_\_ Class \_\_\_\_\_

**Notetaking to Answer Questions**

Topic:	Key Question:	Key Question:	Key Question:
Resource:	Evidence:	Evidence:	Evidence:
Evaluation of Evidence:			

Name \_\_\_\_\_ Class \_\_\_\_\_

**Notes on Main Ideas and Supporting Evidence**

<b>Key Question/Topic</b> <i>Write down your topic sentence and/or question you are attempting to find information to answer/prove</i>	<b>Citation Information for Source</b> <i>Write down the information you will need to write a bibliographic citation for your source</i> <a href="http://www.citationmachine.net">www.citationmachine.net</a>	<b>Main Idea of Source</b> <i>What is the main idea from your source? How does it relate to your key question/topic?</i>	<b>Supporting Evidence/Details</b> <i>What evidence is offered to back up the main ideas?</i>	<b>Notes for Followup in Other Sources</b> <i>What questions are raised or left unanswered? What conflicts in supporting evidence did you find?</i>

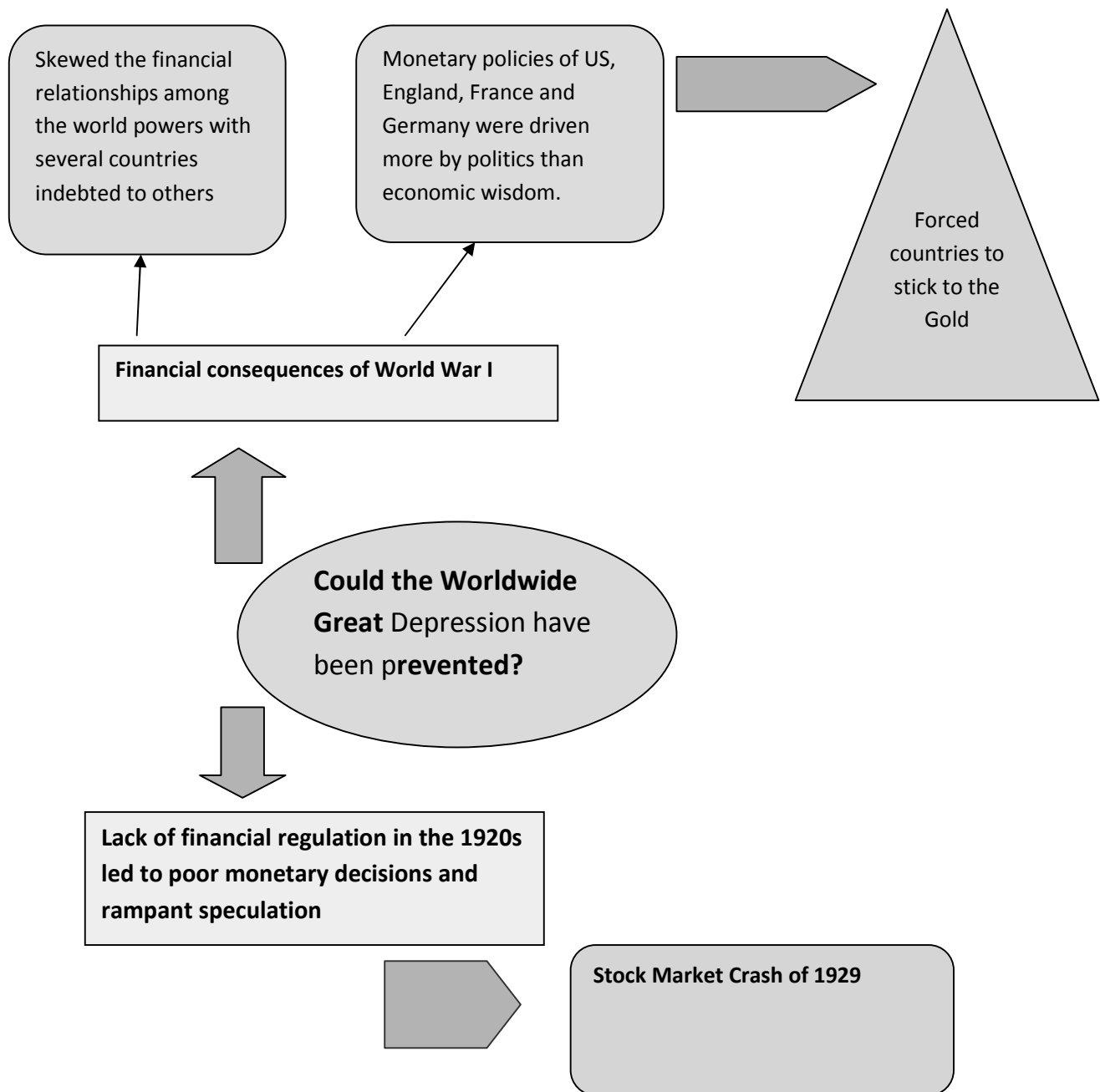
Name \_\_\_\_\_

Class \_\_\_\_\_

## Notes on Main Ideas and Supporting Evidence - Example

<b>Key Question/Topic</b> <i>Write down your topic sentence and/or question you are attempting to find information to answer/prove</i>	<b>Citation Information for Source</b> <i>Write down the information you will need to write a bibliographic citation for your source</i>  ( <a href="http://www.citationmachine.net">www.citationmachine.net</a> )	<b>Main Idea of Source</b>  <i>What is the main idea from your source? How does it relate to your key question/topic?</i>	<b>Supporting Evidence/Details</b>  <i>What evidence is offered to back up the main ideas?</i>	<b>Notes for Followup in Other Sources</b> <i>What questions are raised or left unanswered? What conflicts in supporting evidence did you find?</i>
<b>Global Warming</b>  <i>Why do some people still believe the prevailing view of global warming is a myth?</i>	"Global warming labeled a 'scam'; Documentary blames the sun.(PAGE ONE)." <u>The Washington Times</u> (March 6, 2007): A01. <u>Junior Edition</u> . Gale. NYC CSD #79 Legacy HS for Integrated. 14 Nov. 2007 < <a href="http://find.galegroup.com/itx/start.do?prodId=STOJ">http://find.galegroup.com/itx/start.do?prodId=STOJ</a> >. <b>Gale Document Number:</b> CJ160176039	With a packet of claims that are almost certain to defy conventional wisdom, a television documentary to be aired in Britain this week condemns man-made global warming as a myth that has become "the biggest scam of modern times."  The program titled "The Great Global Warming Scandal" and set for screening by TV Channel 4 on Thursday dismisses claims that high levels of greenhouse gases generated by human activity causes climate change. Instead, the program suggests that the sun itself is the real culprit.  <i>It relates to my topic because major new sources are still reporting on the idea that global warming is a myth</i>	Channel 4 says that the program features "an impressive roll-call of experts," including nine professors, who are experts in climatology, oceanography, meteorology, biogeography and paleoclimatology.  Scientists in the Channel 4 documentary cite what they claim is another discrepancy involving conventional research, saying that most of the recent global warming occurred before 1940, after which temperatures around the world fell for four decades.  It also questions an assertion by the U.N. Intergovernmental Panel on Climate Change's report that it was backed by some 2,500 of the world's leading scientists.	A documentary that aired on TV in Britain claims that global warming is a "scam" and is really caused by the sun.  The program claims to have evidence from renowned scientists who refute the prevailing idea that greenhouse gases are the main culprit in global warming. They point to the world getting colder after 1940 when industrialization took off and to the fact that some of the scientists the UN claims support global warming do not.

**Organizing Information -- Example**



Discovered Patterns: The financial costs of World War I lead to poor monetary decision worldwide based on politics and revenge rather than sound economics. At the same time, the lack of financial regulation worldwide and the decision to stick with the gold standard, lead to speculation in the US resulting in the Stock Market Crash and subsequent financial shocks around the globe.

Name \_\_\_\_\_ Class \_\_\_\_\_

### **Organizing Information - Rubric**

	4	3	2	1
Graphic organizer/Structure	Chosen structure clearly displays the main ideas and supporting evidence and firmly supports the thesis	Chosen structure displays the main ideas but lacks supporting evidence; the ideas do not prove the thesis	Chosen structure does not differentiate between main and supporting ideas and does not offer clear support for the thesis	Unclear why structure was chosen; no structure selected
Relationships among ideas	Relationships among topic ideas are clear and evident	Relationships among ideas are somewhat clear and evident	Relationships among ideas are often unclear and rarely evident	Relationships among ideas are not clear or evident
Discovered patterns among topic ideas	Patterns/trends among topic ideas are stated and apparent (e.g., cause and effect, order of importance)	One or two patterns/trends among topic ideas are stated and apparent	Patterns/trends among topic ideas are not visibly stated and apparent	No evidence of patterns/trends among topic ideas is found

Name\_\_\_\_\_ Class\_\_\_\_\_

### **My Strengths in the Inquiry Process**

<b>My Strengths in the Inquiry Process</b>	<b>My Goals for Improving My Skills</b>
<b>Connect:</b> (Connecting to own interests, prior knowledge, and background knowledge)	<b>Connect:</b>
<b>Wonder:</b> (Asking questions, making predictions, forming tentative thesis)	<b>Wonder:</b>
<b>Investigate:</b> (Finding and evaluating information to answer questions)	<b>Investigate:</b>
<b>Construct:</b> (Constructing new understandings, forming opinions, drawing conclusions)	<b>Construct:</b>
<b>Express:</b> (Applying new understandings to new context; expressing new ideas to share with others)	<b>Express:</b>
<b>Reflect:</b> (Reflecting on own learning; asking new questions)	<b>Reflect:</b>
<b>Other:</b>	<b>Other:</b>

### **My Strengths in the Inquiry Process - Example**

<b>My Strengths in the Inquiry Process</b>	<b>My Goals for Improving My Skills</b>
<b>Connect:</b> (Connecting to own interests, prior knowledge, and background knowledge)  I am able to connect what I research to my own life experiences	<b>Connect:</b>  I need to improve on making connections between what I am learning to prior knowledge
<b>Wonder:</b> (Asking questions, making predictions, forming tentative thesis)  I formulate excellent essential and inquiry questions	<b>Wonder:</b>  I can always refine and reformulate my questions to improve their quality
<b>Investigate:</b> (Finding and evaluating information to answer questions)  I excel at using multiple sources and point-of-view in my research	<b>Investigate:</b>  I need to work on generating good key word terms to locate the exact information I need
<b>Construct:</b> (Constructing new understandings, forming opinions, drawing conclusions)  I see the patterns and relationships among ideas quickly	<b>Construct:</b>  It is hard for me make decisions about what information and evidence to include and what to leave out to support my argument(s)
<b>Express:</b> (Applying new understandings to new context; expressing new ideas to share with others)  I love using web 2.0 tools to enhance my presentations/products and engage the audience	<b>Express:</b>  It is difficult for me to use traditional means (a research paper) to present my research and conclusions
<b>Reflect:</b> (Reflecting on own learning; asking new questions)  I am good on reflecting on what I did well and what I need to improve	<b>Reflect:</b>  Sometimes, my reflection does not translate into action
<b>Other:</b>  I work well with others	<b>Other:</b>  I need to not always take the leadership role in groups

# Information Fluency: Priority Benchmark Skills and Assessments

## Grade 10

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	10.1 Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry.	10.1 Exploring Background Information to Refine Research Topic 10.1 Hooking to an Inquiry Topic 10.1 Connecting to a Manageable Topic
Inquiry Phase: Wonder	10.2 Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research.	10.2 Refining Research Questions 10.2 Developing Focus Questions at Different Levels of Thought
Inquiry Phase: Investigate	10.3 Conducts advanced Web searches using Boolean logic and other sophisticated search functions.	10.3 Advanced Web Searching 10.3 Advanced Searching - Review
Inquiry Phase: Construct	10.4 Draws clear and appropriate conclusions supported by evidence and examples.	10.4 Drawing Conclusions Supported by Evidence 10.4 Drawing Conclusions from Looking at Multiple Perspectives
Inquiry Phase: Express	10.5 Cites all sources used according to standard style formats.	10.5 Bibliography Worksheet 10.5 Sample Bibliography Entries – MLA Style
Inquiry Phase: Reflect	10.6 Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. with suggestions for future improvements.	10.6 Individual Experience of Inquiry
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_ Class \_\_\_\_\_

### Exploring Background Information to Refine Research Topic

By reading background information, you will be able to learn enough about your topic to figure out what is most interesting for you to research. Not all sources offer general background, summary information.

To select a source that provides general background knowledge and evaluate its usefulness, use the following checklist:

Source Information:		
Criteria	Clues	Your Evaluation
Overview, summary information	<ul style="list-style-type: none"><li>• Focused on big idea, not specific examples</li><li>• General encyclopedia article</li><li>• Summary statements</li></ul>	
Attention to many aspects of topic	<ul style="list-style-type: none"><li>• Table of contents</li><li>• Headings</li><li>• Navigation bar</li></ul>	
Accurate, credible, up-to-date information	<ul style="list-style-type: none"><li>• Author or publisher has authority and can be believed</li><li>• Copyright date is current enough for the topic</li><li>• Information seems to match what is previously known and evidence supports its accuracy</li></ul>	

What prior knowledge does this source confirm? What new ideas were learned?

Main ideas I knew before that were confirmed:

New ideas I discovered:

What did you discover that interests you to pursue through further inquiry?

Name \_\_\_\_\_ Class \_\_\_\_\_

## **Hooking to an Inquiry Topic**

### **Emotional Hook:**

I can relate to this topic because...

I have a personal connection to this topic because...

I feel that \_\_\_\_\_ is \_\_\_\_\_ and I want to do  
something to change it by \_\_\_\_\_ (advocacy approach)

*I will seek out reference/secondary sources to provide me with the context and larger issues of the topic. Then, I will locate primary sources (family interviews, images, video, letters, emails, audio/podcasts, music, quotations, write from my own experience, etc.) to bolster the evidence and provide emotional context for my viewpoint/argument/thesis.*

### **Intellectual/Cerebral Hook:**

This topic reminds me/is similar to \_\_\_\_\_ that I found interesting  
because \_\_\_\_\_

I am curious about \_\_\_\_\_ and \_\_\_\_\_

*I will seek out background information from a variety of sources to gain context for further exploration and increase my understanding of the topic in order to gather credible evidence to support my thesis, present multiple viewpoints/arguments, and demonstrate my own learning growth.*

### **Problem-Solving Hook:**

How does...?

Why can't...?

What will happen if. . .?

*I will gather facts to comprehend all facets of the topic and to consider flaws in my hypothesis. Then, I will brainstorm as many ideas/alternative scenarios to compare and contrast their strengths and weaknesses to then find a credible solution(s) to the essential question.*

## Connecting to a Manageable Topic

What is my topic now?

### **Personal Connection**

- € I have a personal connection to the topic
- € This topic reminds me / is similar to another topic I enjoyed reading about / researching

Questions:

### **Background Information**

- € I am going to interview family or friends about the event / topic; write from my own experience; take the point-of-view of someone who was affected by this event / topic
- € I will look in a book and / or encyclopedia to obtain background information on the topic to evaluate whether there is enough information, too much, or just the right amount to pursue research

Questions:

### **Connection to Intriguing Idea**

- € I am going to use background information to get context about the topic and to find issues that I want to know more about
- € I will figure out my own point of view and look for sources that confront that point of view as well as sources that reinforce my perspective

Questions:

### **Narrowing to a Manageable Topic**

What aspect of topic most interests me?

What is discussed in the background information that I want to learn more about?

What aspect of the topic will allow me to draw my own conclusions, form my own opinions based on the evidence, and apply ideas to new situations?

What is my new topic?

## Refining Research Questions

Topic:

List 3-5 research questions for your topic:

- 
- 
- 
- 
- 

Use the checklist below to evaluate your range of questions. Do your questions as a group satisfy the following criteria?

CRITERIA FOR GOOD RESEARCH QUESTIONS:	YES	NO
<b>Narrow</b> and <b>specific</b> enough to be explored thoroughly for this assignment. <i>[ex: What was the role of the French Underground during World War II?]</i>		
<b>Deep</b> enough that you will need multiple sources to answer them. <i>[ex: What is the impact of cyberbullying on society?]</i>		
<b>Complex</b> enough that they require multiple points of view. <i>[ex: How do attitudes toward gun control influence public policy?]</i>		
<b>Balanced</b> between fact and interpretation – questions require factual evidence and yet offer the opportunity for interpreting the evidence, forming opinions, and drawing conclusions. <i>[ex: Why should we care about global warming?]</i>		
<b>Structured</b> around different levels of thought (not only who, what, when, where questions, but also how, why, what caused, and what if questions). <i>[What were the circumstances surrounding the Emancipation Proclamation? How did the Emancipation Proclamation affect the country and people of the time?]</i>		
<b>Varied</b> enough to elicit the richness of the topic. <i>[ex: Questions that ask causes, effects, recommendations, solutions, points of view]</i>		

Revise your questions so that your group of questions together satisfies each of the criteria.

- 
- 
- 
- 
-

Name\_\_\_\_\_ Class\_\_\_\_\_

### **Developing Focus Questions at Different Levels of Thought**

Topic:

Essential Question:

LEVEL OF THOUGHT	QUESTIONS
Knowledge: Recalling facts, terms, basic concepts and answers	
Comprehension: Understanding facts and ideas	
Application: Applying acquired knowledge, facts, techniques and rules in a different way	
Analysis: Examining and breaking information into parts; making inferences	
Synthesis: Combining elements in a new pattern or proposing alternate solutions	
Evaluation: Making judgments about information, validity of ideas or quality of work	

Name \_\_\_\_\_ Class \_\_\_\_\_

## **Advanced Web Searching**

What is your research topic or question? \_\_\_\_\_

What are the key words or phrases? \_\_\_\_\_

Related Words? \_\_\_\_\_

.....

**Boolean:** *This search strategy involves using more than one term to narrow or expand your result and combining the terms with Boolean operators (AND, OR, and NOT). Go to this site for an introduction: <http://lib.colostate.edu/tutorials/boolean.html>*

### **AND: Limits Search**

*Most of the time, you will want to limit your results to make them more manageable and of higher quality. By adding **AND** (or using + in some search engines) between terms, you are limiting your search to only those items described by all the terms you list. Some search engines (e.g., Google) use an implied AND, so that they automatically search for the combination of the words you enter in a string.*

Type in your key terms and write down the number of results. \_\_\_\_\_

Now, add other search terms to make your search more specific. (e.g., *Amazon rainforest destruction rate*). Write down the number of results. \_\_\_\_\_

What search string did you type in? \_\_\_\_\_

Why is there a difference? \_\_\_\_\_

### **OR: Expands Search**

*If you have a very specific keyword, you may not be getting enough results or the type of information that you want. Sometimes, it is better to increase the range of your results by adding **OR** between terms.*

Type in your key terms and write down the number of results. \_\_\_\_\_

Now, type in **OR** and add another search term (e.g., *death penalty OR capital punishment*). Write down the number of results. \_\_\_\_\_

What did you type in? \_\_\_\_\_

Why is there a difference? \_\_\_\_\_

## Advanced Searching - Review

Advanced searching involves using more than one term to narrow or expand your results.

### 1. AND

Using **and** between terms (pollution **AND** air):

- ☐ Gives you more results
- ☐ Gives you fewer results
- ☐ Has no effect

Why?

\_\_\_\_\_

### 2. OR

Using **or** between terms (pollution **OR** smog):

- ☐ Gives you more results
- ☐ Gives you fewer results
- ☐ Has no effect

Why?

\_\_\_\_\_

### 3. EXACT PHRASE

What does putting quotations around your phrase/sentence do ("**economic crisis**")?

- ☐ Your results must have those terms in them somewhere
- ☐ You will increase your results
- ☐ The terms need to be found together at all times in the same order

Why is this helpful? \_\_\_\_\_

\_\_\_\_\_

### 4. NOT/Excluding terms

Why is using **not** between terms helpful to your search?

- ☐ It gives you more results
- ☐ It eliminates words that might interfere with your search
- ☐ It gives you results from higher-quality sources

### YOUR TURN

What is your topic?

List the title of one good source you found.

\_\_\_\_\_

What did you type in to find the source (the exact string)?

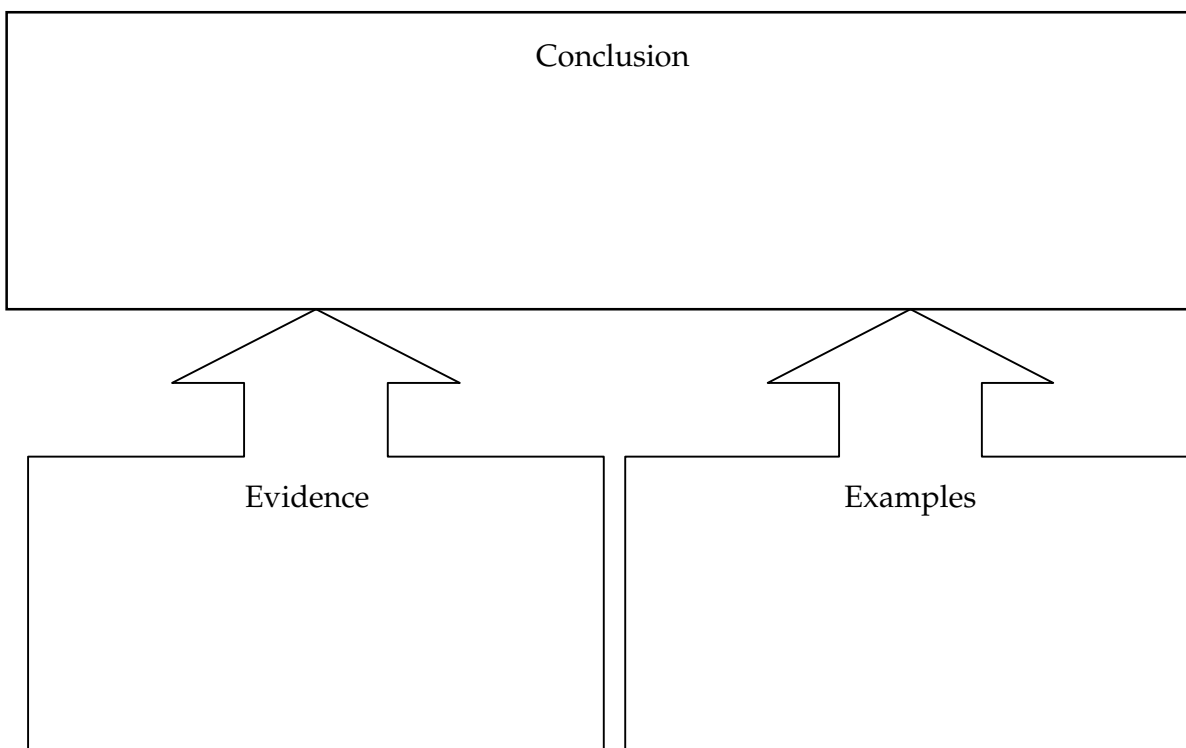
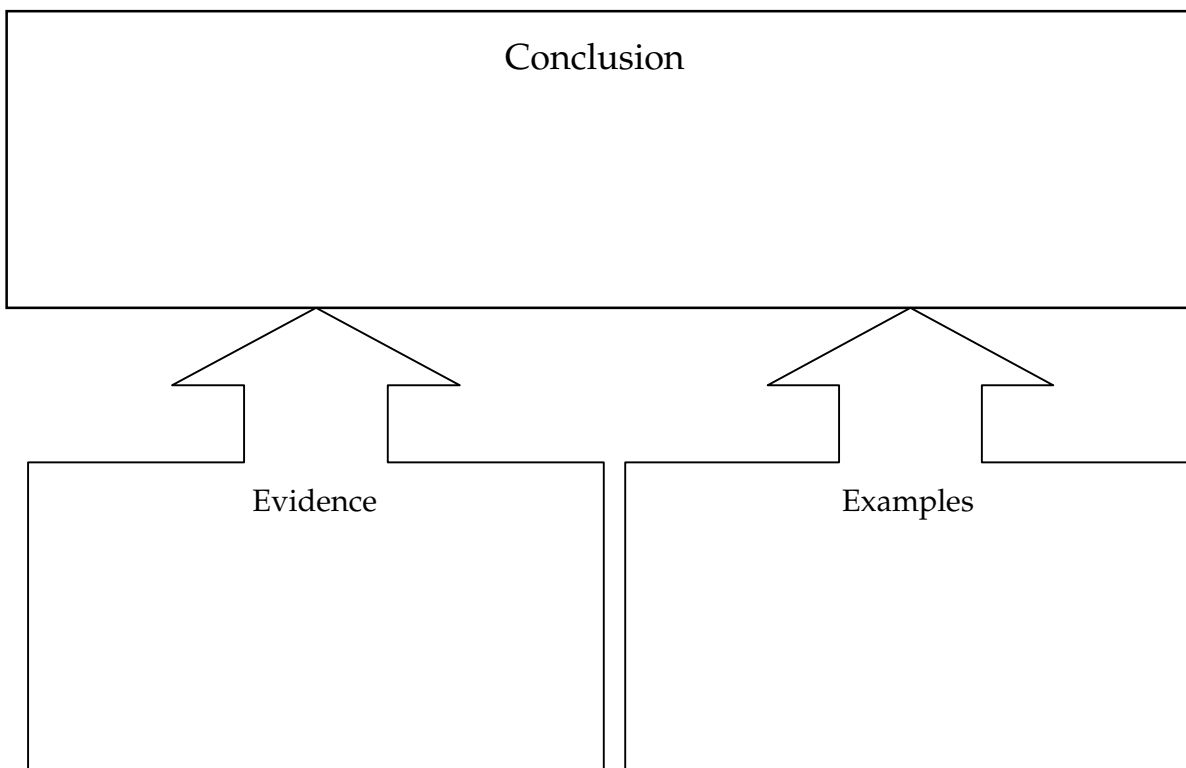
\_\_\_\_\_

Why did you structure your search in that way?

\_\_\_\_\_

Name \_\_\_\_\_ Class \_\_\_\_\_

**Drawing Conclusions Supported by Evidence**



Name \_\_\_\_\_ Class \_\_\_\_\_

**DRAWING CONCLUSIONS FROM LOOKING AT MULTIPLE PERSPECTIVES**

Question or Issue: \_\_\_\_\_

INTERPRETATION FROM PERSPECTIVE OF _____ Facts Added from this Perspective (Source, Page)	INTERPRETATION FROM PERSPECTIVE OF _____ Facts Added from this Perspective (Source, Page)
UNDISPUTED FACTS (Source, Page)	Opinions (Source, Page)

**YOUR INTERPRETATION AND CONCLUSIONS**

Name\_\_\_\_\_ Class\_\_\_\_\_

## **Bibliography Worksheet**

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, [www.easybib.com](http://www.easybib.com); [www.bibme.org](http://www.bibme.org); or [www.workscited4u.com](http://www.workscited4u.com)).

<b>Book (one author)</b>	
Author's Last Name, First Name	
Title of Book	
City of Publication	
Publisher	
Copyright Year	
<b>Magazine Article</b>	
Author's Last Name, First Name	
Title of Article	
Name of Magazine	
Volume and Issue of Magazine	
Date of Magazine	
Page Numbers	
URL (if online)	
Retrieval Date (if online)	
<b>Encyclopedia Article</b>	
Author's Last Name, First Name	
Title of Article	
Name of Encyclopedia	
Editor of Encyclopedia (if available)	
Volume, Pages	
City of Publication	
Publisher	
Copyright Year	
<b>Website</b>	
Author's Last Name, First Name	
Title of Web page	
Title of Website (if different)	
Publisher of Website	
URL	
Last Updated Date	
Retrieval Date	

## Sample Bibliography Entries – MLA Style

### **Book**

Miller, Debra A. *Global Warming*. Detroit: Greenhaven, 2008.

### **Website**

"Climate Change | U.S. EPA." *US Environmental Protection Agency*, 1 October 2010. Web. 4 October 2010. <<http://www.epa.gov/climatechange/index.html>>.

### **Database**

"Global warming labeled a 'scam'; Documentary blames the sun." The Washington Times 6 March 2007: A01. Junior Edition. Gale. Web. 13 July 2010. <<http://find.galegroup.com/itx/start.do?prodId=STOJ>>.

### **Online Encyclopedia (Grolier)**

Anthes, Richard A. "Global Warming." *Grolier Multimedia Encyclopedia*. 2010. Grolier Online. 5 Oct. 2010 <<http://gme.grolier.com/article?assetid=0121375-0>>.

### **Digital Image**

*Global Warming: Causes and Effects*. Digital image. *Thinkquest.org*. Oracle Thinkquest Education Foundation. Web. 13 July 2010. <<http://library.thinkquest.org/08aug/02429/assets/What-is-global-warming-imgbig.jpg>>.

### **Blog**

"Global Warming Watch." Web log post. *Global Warming Watch*. Blogspot.com. Web. 13 July 2010. <<http://globalwarmingwatch.blogspot.com/>>.

### **Video**

*What Is Global Warming Video. 5min - Find the Best How To, Instructional and DIY Videos â*. 17 Sept. 2008. Web. 13 July 2010. <<http://www.5min.com/Video/What-is-Global-Warming-38356558>>.

### **Citation Websites:**

<http://citationmachine.net/>

<http://www.easybib.com/>

<http://www.noodletools.com/>

<http://www.bibme.org/>

<http://library.duke.edu/research/citing/index.html>

<http://www.scripps.ohiou.edu/pwestfall/info/xtras/primer.html>

## Individual Experience of Inquiry

### Stages of the Inquiry Cycle:

- Connect:** Connecting to own interests, prior knowledge, and background knowledge
- Wonder:** Asking questions, making predictions, forming tentative thesis
- Investigate:** Finding and evaluating information to answer questions
- Construct:** Constructing new understandings, forming opinions, drawing conclusions
- Express:** Applying new understandings to new context; expressing new ideas to others
- Reflect:** Reflecting on own learning; asking new questions

Hardest Part of Inquiry – Why?	Best Part of Inquiry – Why?	Skills Learned / Insights Experienced

**Information Fluency: Priority Benchmark Skills and Assessments**  
**Grade 11**

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect		
Inquiry Phase: Wonder	11.1 Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.	11.1 Gathering Evidence to Support Thesis 11.1 Gathering Evidence to Support Thesis - Example
Inquiry Phase: Investigate	11.2 Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.  11.3 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.	11.2 Source Comparison  11.3 Using Organizational Features of a Book to Locate Information
Inquiry Phase: Construct	11.4 Presents different perspectives with evidence for each.	11.4 Viewpoints/Beliefs/Actions 11.4 Developing a Line of Argument 11.4 Historical Perspective Taking/Empathy
Inquiry Phase: Express	11.5 Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences.	11.5 Communicating Ideas to an Audience
Inquiry Phase: Reflect		
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_ Class \_\_\_\_\_

### Gathering Evidence to Support Thesis

**My thesis...**

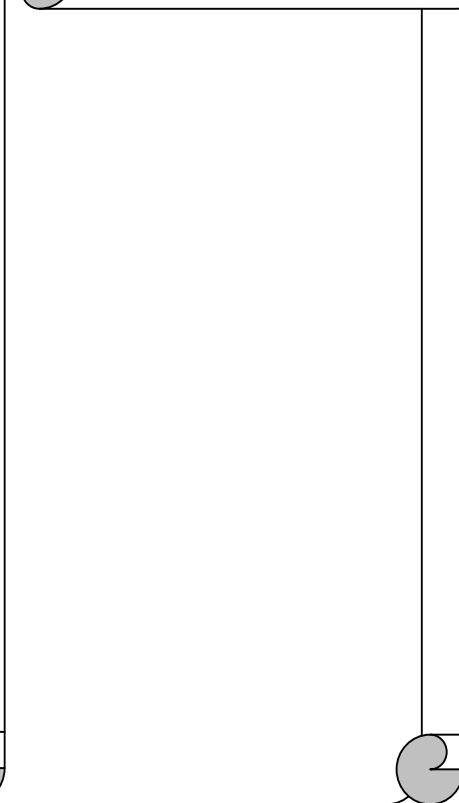
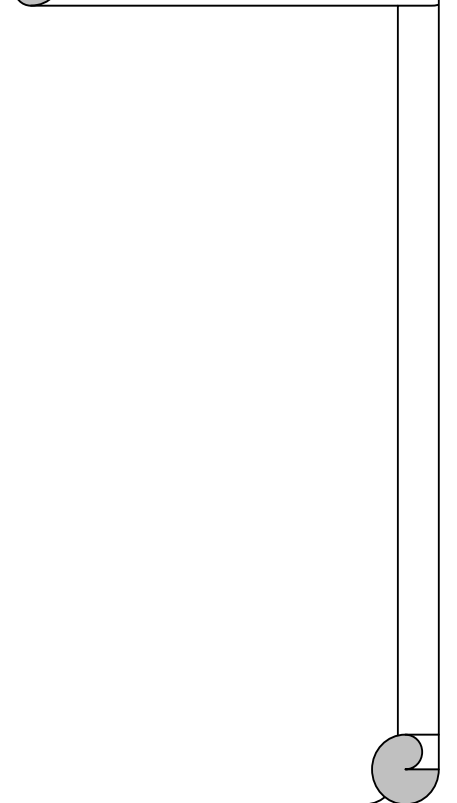
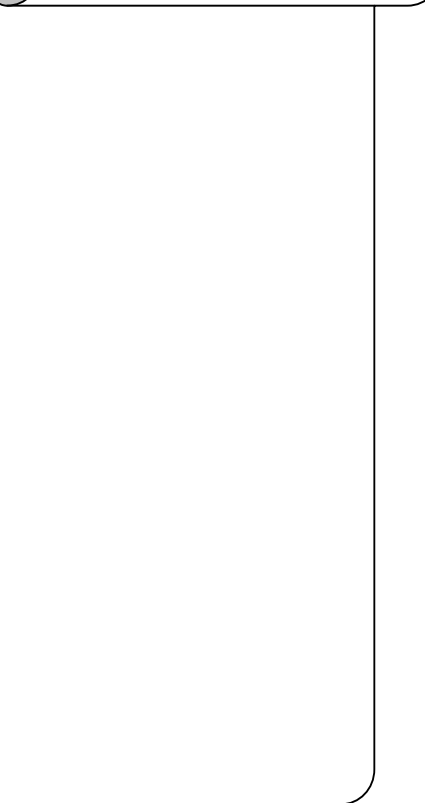


### **The Evidence I Need to Prove my Thesis**

**Categories of Facts**

**Categories of Opinions**

**Whose Point of View**

Categories of Facts	Categories of Opinions	Whose Point of View
		

### Gathering Evidence to Support Thesis -- Example

**My thesis...**

Motorcycles are more dangerous than cars; therefore, the minimum driving age for motorcycles should be 25.

### **The Evidence I Need to Prove my Thesis**

Categories of Facts	Categories of Opinions	Whose Point of View
<p>Health:</p> <p>Death rate – Cars</p> <p>Death rate – Motorcycles</p> <p>Legal:</p> <p>Current laws – states</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Equipment</li> <li>• Speed</li> </ul> <p>Insurance</p> <p>Economics</p> <ul style="list-style-type: none"> <li>• Cost to society</li> </ul> <p>Trends over time</p>	<p>Psychological reasons for riding motorcycles</p> <p>Cultural/social reasons for riding motorcycles</p> <p>Economic reasons for riding motorcycles</p> <p>Law enforcement</p>	<p>Motorcycle riders</p> <p>Insurance companies</p> <p>Hell’s Angels</p> <p>Motorcycle manufacturers</p> <p>Automobile manufacturers</p> <p>Doctors/Health providers</p> <p>Teenagers/Young people</p>

Name \_\_\_\_\_ Class \_\_\_\_\_

### Source Comparison

<b>SOURCE:</b>	<b>SOURCE:</b>	<b>SOURCE:</b>
<b>Viewpoint:</b> <i>What is the perspective of the author or publisher?</i>	<b>Viewpoint:</b> <i>What is the perspective of the author or publisher?</i>	<b>Viewpoint:</b> <i>What is the perspective of the author or publisher?</i>
<b>Authority:</b> <i>Why can we believe this source?</i>	<b>Authority:</b> <i>Why can we believe this source?</i>	<b>Authority:</b> <i>Why can we believe this source?</i>
<b>Accuracy:</b> <i>How up-to-date and accurate is the source?</i>	<b>Accuracy:</b> <i>How up-to-date and accurate is the source?</i>	<b>Accuracy:</b> <i>How up-to-date and accurate is the source?</i>
<b>Reliability:</b> <i>Can this source be relied upon to present high-quality information on all topics and every time?</i>	<b>Reliability:</b> <i>Can this source be relied upon to present high-quality information on all topics and every time?</i>	<b>Reliability:</b> <i>Can this source be relied upon to present high-quality information on all topics and every time?</i>
<b>Notes:</b> <i>What are special features about this source?</i>	<b>Notes:</b> <i>What are special features about this source?</i>	<b>Notes:</b> <i>What are special features about this source?</i>

Name \_\_\_\_\_ Class \_\_\_\_\_

### **Using Organizational Features of a Book to Locate Information**

Most nonfiction books contain organizational features that will help you locate information to answer your research questions quickly and effectively. Each feature has a specific purpose and, therefore, leads you to different types of information.

Analyze the organizational features of a nonfiction book on your topic by using the following guidelines. From this quick analysis, you should be able to determine the usefulness of the book for your research.

Name of Book: \_\_\_\_\_

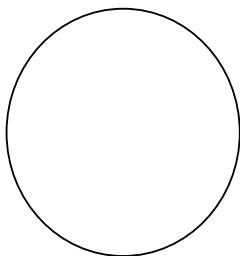
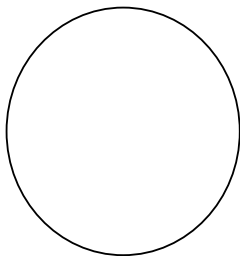
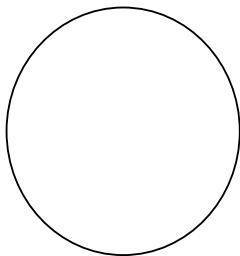
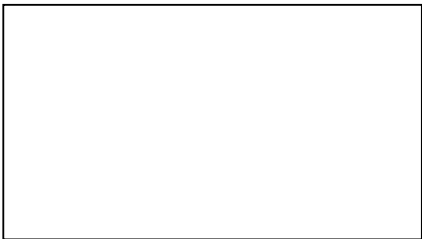
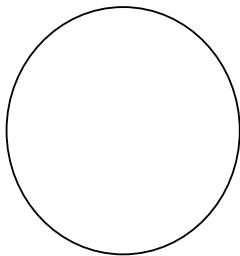
<b>Organizational Feature</b>	<b>Information Located with this Feature</b>	<b>Usefulness of this Information for your Research</b>
Table of Contents		
Index		
Abstract/ Inside Cover		
Introduction or Foreword		
First and Last Chapter		
Chapter Titles, Headings, Subheadings		
Tables, Charts, Diagrams		
Illustrations, Graphics		

**Viewpoints / Beliefs / Actions**

**Viewpoints of:**

**Beliefs**

**Actions**



Name \_\_\_\_\_ Class \_\_\_\_\_

**Developing a Line of Argument**  
**Multiple Perspectives: Point/Counterpoint**

Issue or Question:	
Perspective of _____	Perspective of _____
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
My own perspective is. . .because. . .	

Name\_\_\_\_\_ Class\_\_\_\_\_

**Historical Perspective Taking / Empathy**

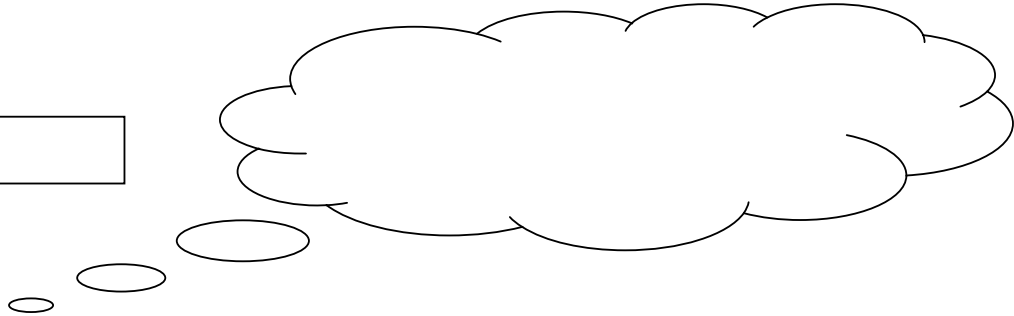
Decision / Action:

DECISION OR ACTION	OPPOSING PERSPECTIVE
Who made the decision/action?	Who was against this decision/action?
Why was the decision/action made (cite the evidence)?	Why was this decision/action opposed (cite the evidence)?
What were the consequences of the decision/action? <u>Short-term:</u>  <u>Long-term:</u>	
Now that you can look back with hindsight, what do you think about the decision/action?	

Name \_\_\_\_\_ Class \_\_\_\_\_

### Communicating Ideas to an Audience

My idea →



Who is the audience?

Evidence that this audience will find *interesting*:

A large, empty rectangular box with a folded bottom-right corner, intended for the student to write evidence that the audience will find interesting.

Evidence that this audience will find *important*:

A large, empty rectangular box with a folded bottom-right corner, intended for the student to write evidence that the audience will find important.

Evidence that is *vital* to convince this audience to accept my idea:

A large, empty rectangular box with a folded bottom-right corner, intended for the student to write evidence that is vital to convince the audience.

The format and length that will be most effective for this audience: Why?

A large, empty rectangular box intended for the student to write about the format and length that will be most effective for the audience.

Special features I should include (e.g., sound, visuals, charts, oral presentation):

A large, empty rectangular box intended for the student to write about special features to include in the presentation.

# Information Fluency: Priority Benchmark Skills and Assessments

## Grade 12

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	12.1 Explores problems or questions for which there are multiple answers or no “best” answer.	12.1 Selecting Complex Research Problems or Questions
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	12.2 Challenges ideas in text and makes notes of questions to pursue in additional sources.	12.2 Investigating Ideas 12.2 Learning Logs for Reflective Notetaking
Inquiry Phase: Construct	12.3 Builds a conceptual framework by synthesizing ideas gathered from multiple sources  12.4 Develops own point of view and supports with evidence	12.3 Concept Maps for Organizing Thinking 12.3 Concept Map  12.4 Supporting an Opinion
Inquiry Phase: Express	12.5 Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary	12.5 Student Research Checklist 12.5 Inquiry Process Questions
Inquiry Phase: Reflect		
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name \_\_\_\_\_ Class \_\_\_\_\_

### Selecting Complex Research Problems or Questions

Use the following process to identify a problem or question within a broad topic that:

- Has multiple answers, or
- Has no clear “right” answer.

#### PROCESS FOR SELECTING A COMPLEX PROBLEM OR QUESTION TO RESEARCH

PROCESS	YOUR RESEARCH PROBLEM/QUESTION
1. What is your <b>broad topic area</b> ? [Ex: 1920's]	
2. Read background information to gain an overall understanding of your broad topic and <b>identify aspects that are controversial or complex</b> enough to merit different perspectives. [Prohibition, Economic Overextension, Organized Crime, Role of Women]	
3. Pick one controversial aspect that interests you. <b>Identify the different perspectives</b> on that issue. For each, list who holds the perspective and what that point of view is. [Prohibition. Law enforcement – maintaining a civil society; Temperance movement – save families; Organized crime – profit; Common citizens – Rights vs. Family values]	
4. <b>Predict the availability of information</b> on all the perspectives you listed. Will you be able to find credible, authoritative information for each perspective?	
5. Look carefully at the controversial issue you have identified. If it still seems to be a viable topic for research, then <b>identify the underlying problem or question</b> that you will address. [How did the intended and unintended consequences of Prohibition affect society in the 1920's?]	

Name\_\_\_\_\_ Class\_\_\_\_\_

### Investigating Ideas

<div data-bbox="285 354 638 577"><p><b>Ideas/things that I want to know more about:</b></p></div>		<div data-bbox="1008 354 1360 577"><p><b>What exactly I want to know (<u>questions</u> that I have) :</b></p></div>
<div data-bbox="219 598 683 932"></div>	<div data-bbox="722 688 901 779"></div>	<div data-bbox="963 577 1427 911"></div>
<div data-bbox="219 953 683 1287"></div>	<div data-bbox="722 1064 901 1155"></div>	<div data-bbox="963 953 1427 1287"></div>
<div data-bbox="219 1329 683 1663"></div>	<div data-bbox="722 1440 901 1530"></div>	<div data-bbox="943 1308 1408 1642"></div>

Name \_\_\_\_\_ Class \_\_\_\_\_

## Learning Logs for Reflective Notetaking

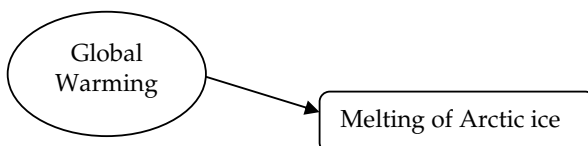
Notes	Reactions
<p>Learning logs can be used any time you are responsible for writing down information (from library sources, interviews, lecture notes).</p> <p>Write notes in your own words in the left column and react to those notes in the right column.</p> <p>The purpose of a learning log is to help you learn to challenge ideas in the text and interact mentally and emotionally with your notes. You will learn more while you are taking notes by confronting and questioning the ideas that you read or hear.</p>	<p>Reactions can include:</p> <ul style="list-style-type: none"> <li>• <b>Personal comments</b> or feelings about the information (<i>I think companies that dump toxic waste should be heavily fined</i>);</li> <li>• <b>Challenges to the text</b> (<i>This seems to be heavily biased toward the perspective of the industrial companies</i>);</li> <li>• <b>Questions of the text</b> (<i>Why doesn't the author provide believable evidence to back up his opinions</i>);</li> <li>• <b>Questions for further research</b> (<i>What are the laws on toxic-waste dumping?</i>);</li> <li>• <b>Notes about organization</b> (<i>Use this in intro</i>);</li> <li>• <b>Connections to previous knowledge</b> (<i>Toxic-waste dumping is worse than oil spills because it's intentional</i>).</li> </ul>

<b>Question:</b>	
<b>Notes</b>	<b>Reactions</b>

## **Concept Maps for Organizing Thinking**

A concept map is a visual representation of main ideas and relationships among those ideas. Concept mapping is a thinking strategy for finding patterns in the information you have gathered during your research and organizing your conclusions for presentation and sharing.

The concept map often looks like a spider web, with nodes of main ideas connected by arrows, lines, or symbols to show how the main ideas are related. For example, if you have found that global warming is causing the melting of Arctic ice, then a portion of your concept map might look like this:

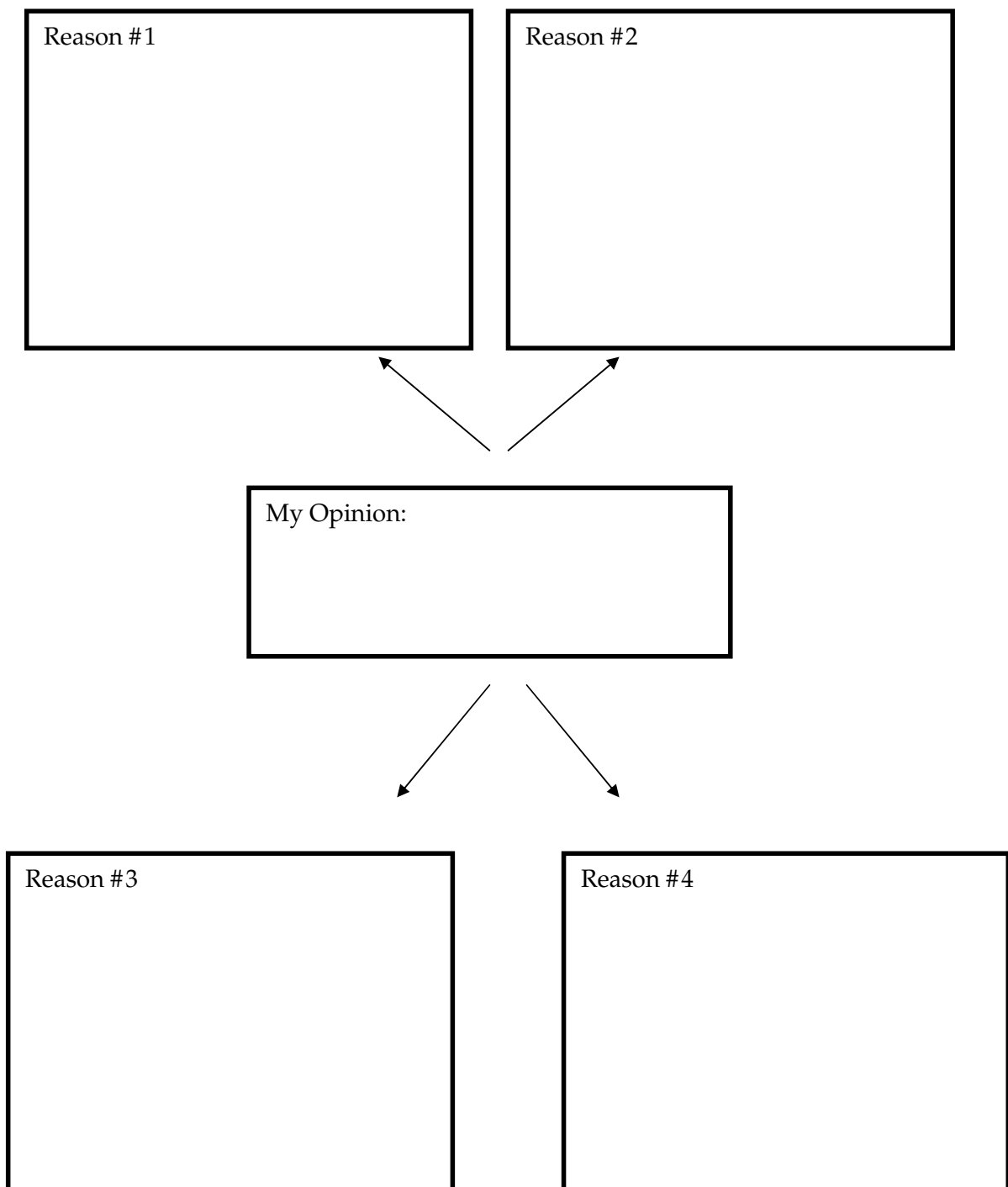


### **How to Create a Concept Map:**

1. Focus
  - Identify the main concept of your research topic or question.
2. Select
  - Select the key ideas that you discovered through your research.
3. Categorize and Cluster
  - Categorize the key ideas and group the categories that are related into larger ideas, or clusters. *[Ex: melting of Arctic ice, flooding, drought – clustered under Effects of Global Warming]*
4. Organize by Pattern / Draw Conclusions
  - Look for patterns that will show the relationships between your clusters of ideas. This is the most creative and thoughtful phase of your research because you will be able to draw conclusions based on the patterns you see. For example, does it make the most sense to organize the clusters in a chronological sequence? In a cause and effect pattern? In order of importance?
5. Arrange in a visual display
  - Place the main concept in a prominent place so that the supporting ideas can be connected to it (center, left side).
  - Arrange the clusters of ideas according to the pattern you have selected in order to show your conclusions (for example, a chronological sequence may be laid out left-to-right).
  - Connect the clusters with lines and arrows (and perhaps words) that show how the ideas are related.
  - Fill out the concept map with your supporting ideas/evidence.

Name\_\_\_\_\_ Class\_\_\_\_\_

**CONCEPT MAP**





Name \_\_\_\_\_ Class \_\_\_\_\_

### **Student Research Checklist**

☐

**I have used key words and concepts, as well as synonyms, to look for my topic of research.**

☐

**My idea is a good topic for research ... I will be able to find enough supportive evidence.**

☐

**I have used multiple sources for my research.**

☐

**I have researched more than one perspective/view on questions that can have more than one answer.**

☐

**I have developed my own, original point of view.**

☐

**I have organized the evidence and facts that support my ideas.**

☐

**I have shown my work to a classmate and asked for his or her opinion.**

☐

**I have shown my work to my teacher and asked for his or her opinion.**

### **Inquiry Process Questions**

Students should reflect throughout their inquiry experience in order to self-regulate their progress through this recursive process (see the following excerpt from the New York City *Information Fluency Continuum*).

<b>INQUIRY PHASE: CONNECT</b>	
<i>At the beginning of the Connect Phase, a student may ask:</i>	
<ul style="list-style-type: none"> <li>➤ What interests me about this idea or topic?</li> <li>➤ What do I already know or think I know about this topic?</li> <li>➤ What background information would help me get an overview of my topic?</li> </ul>	
<i>Before moving to the Wonder Phase, a student may ask:</i>	
<ul style="list-style-type: none"> <li>➤ Do I know enough about the idea or topic to ask good questions?</li> <li>➤ Am I interested enough in the idea or topic to investigate it?</li> </ul>	
<b>INQUIRY PHASE: WONDER</b>	
<i>At the beginning of the Wonder Phase, a student may ask:</i>	
<ul style="list-style-type: none"> <li>➤ What intriguing questions do I have about the topic or idea?</li> <li>➤ Why am I doing this research?</li> <li>➤ What do I expect to find?</li> </ul>	
<i>Before moving to the Investigate Phase, a student may ask:</i>	
<ul style="list-style-type: none"> <li>➤ Can my question(s) be answered through investigation?</li> <li>➤ Will my question(s) lead me to answers that will fulfill my assignment or purpose for research?</li> </ul>	
<b>INQUIRY PHASE: INVESTIGATE</b>	
<i>At the beginning of the Investigate Phase, a student may ask:</i>	
<ul style="list-style-type: none"> <li>➤ What are all of the sources that might be used?</li> <li>➤ Which sources will be most useful and valuable?</li> <li>➤ How do I locate these sources?</li> <li>➤ How do I find the information within each source?</li> <li>➤ How do I evaluate the information that I find?</li> </ul>	
<i>Before moving to the Construct Phase, a student may ask:</i>	
<ul style="list-style-type: none"> <li>➤ Have I located sources with diverse perspectives?</li> <li>➤ Have I found enough accurate information to answer all my questions?</li> <li>➤ Have I discovered information gaps and filled them with more research?</li> <li>➤ Have I begun to identify relationships and patterns and thoughtfully reacted to</li> </ul>	

Name \_\_\_\_\_ Class \_\_\_\_\_

the information I found?
<b>INQUIRY PHASE: CONSTRUCT</b>
<p><i>At the beginning of the Construct Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Have any main ideas emerged from the research?</li> <li>➤ Did I find enough evidence to form an opinion or support my thesis?</li> <li>➤ What organizational patterns or tools will help me make sense of my information?</li> </ul>
<p><i>Before moving to the Express Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Have I drawn conclusions that are supported by the evidence?</li> <li>➤ Have I organized my conclusions and evidence to present them effectively?</li> </ul>
<b>INQUIRY PHASE: EXPRESS</b>
<p><i>At the beginning of the Express Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience?</li> <li>➤ What technology will help me create a product or presentation?</li> <li>➤ How will I get help to revise and edit my product?</li> </ul>
<p><i>Before moving to the Reflect Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Have I organized the product/presentation to make my major points and present convincing evidence?</li> <li>➤ Does my product/presentation fulfill all the requirements of the assignment?</li> </ul>
<b>INQUIRY PHASE: REFLECT</b>
<p><i>At the beginning of the Reflect Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Is my product/presentation as effective as I can make it?</li> <li>➤ How well did my inquiry process go?</li> <li>➤ How can I get feedback on my final product to use in my next inquiry project?</li> </ul>
<p><i>Before moving to another assignment or personal inquiry, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What new understandings did I develop about the topic or idea?</li> <li>➤ What did I learn about inquiry?</li> <li>➤ What new questions do I now want to answer about the topic or idea?</li> </ul>