

DRAFT Comparison Table
Information Fluency Standards and Massachusetts Curriculum
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Information Fluency	Other Frameworks
<p>Standard 1. Define an information task</p> <p>1.1 Rephrase classroom assignment</p> <p>1.2 Identify existing knowledge and list areas where more information is needed.</p> <p>1.3 Brainstorm additional questions to answer.</p> <p>1.4 List criteria for research assignment.</p> <p>1.5 Demonstrate overall understanding of the final product.</p> <p>1.6 Use teacher-selected essential question to develop topic focus.</p> <p>1.7 Gather background information</p> <p>1.8 As a class, develop student-driven essential question.</p> <p>1.9 As a class, develop subsidiary questions.</p> <p>1.10 Identify existing knowledge.</p> <p>1.11 Understand criteria for research assignment.</p> <p>1.12 Explain what the final product will look like.</p> <p>1.13 Select topic from range of possibilities.</p> <p>1.14 Develop essential question.</p> <p>1.15 With assistance, develop thesis statement.</p> <p>1.16 Develop subsidiary questions.</p> <p>1.17 Identify pre-existing knowledge</p> <p>1.18 Skim and read to gain overview of the topic.</p> <p>1.19 Select a topic.</p> <p>1.20 Demonstrate understanding of final product.</p> <p>1.21 Develop an essential question to answer.</p> <p>1.22 Skim/read reference sources to provide background information and generate subsidiary questions.</p> <p>1.23 Develop thesis statement, demonstrating a particular point of view.</p>	<p>ELA</p> <p>19.27 Write well-organized research papers that prove a thesis statement...</p> <p>24.1 Generate questions and gather information from several sources in a classroom, school or public library.</p> <p>24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.</p> <p>24.6 Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.</p> <p>Science</p> <p><i>Asking Questions.</i> Asking questions and pursuing answers are keys to learning in all academic disciplines.</p> <p>Guiding Principle VI. An effective science and technology/engineering program builds upon and develops students' literacy skills and knowledge.</p> <p>Arts - Dance</p> <p>3.9 Formulate and answer questions about how ideas are communicated through dance.</p> <p>5.11 Formulate and answer one's own aesthetic questions, such as "What gives a particular dance its identity?" or "How much can one change a dance before it becomes another dance?"</p> <p>Arts – Theatre</p> <p>4.12 Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production.</p> <p>5.17 Research the ways in which other artists have used self-reflection to document and refine their work.</p>

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<p>Standard 2. Develop Information Seeking Strategies.</p> <p>2.1 Identify parts of a book.</p> <p>2.2 Explain the difference between fiction and non-fiction.</p> <p>2.3 Recognize which resources are the best to use and why.</p> <p>2.4 Web or map a topic based on prior knowledge and preliminary background information.</p> <p>2.5 Develop a strategy to solve an information problem.</p> <p>2.6 Identify and use parts of a book to gather information.</p> <p>2.7 Explain that there are different types of resources that can be used for different purposes.</p> <p>2.8 Explain the differences and uses of basic reference materials as sources of information.</p> <p>2.9 Identify key words that will enable information on a topic to be located.</p> <p>2.10 Use the online catalog with assistance to find information sources in the school library.</p> <p>2.11 Web, map, or diagram a main topic with sub-topics.</p> <p>2.12 Develop a strategy for finding relevant information, including a variety of resources.</p> <p>2.13 Understand organizations systems for resources.</p> <p>2.14 Independently search the online catalog.</p> <p>2.15 With assistance, select keywords and phrases for using internet search engines, directories, databases.</p> <p>2.16 Be able to narrow and broaden keywords and phrases.</p>	<p>ELA</p> <p>13.11 Distinguish fact from opinion or fiction.</p> <p>24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects :</p> <ul style="list-style-type: none"> • use an expanded range of print and non-print sources (<i>atlases, data bases, electronic, on-line resources</i>); • follow established criteria for evaluating information; • locate specific information within resources by using indexes, tables of contents, electronic search key words; • organize and present research using the grades 5-6 Learning Standards in the Composition Strand... • provide appropriate documentation in a consistent format <p>24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> • differentiate between primary and secondary sources materials; • differentiate between paraphrasing and using direct quotes in a report; • organize and present research using the grade 7-8 Learning Standards in the composition Strand as a guide for writing; • document information and quotations and use a consistent format for footnotes or endnotes; and

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<p>2.17 Make a distinction between primary and secondary sources and the uses of each.</p> <p>2.18 Map or outline a topic with subtopics.</p> <p>2.19 Develop and use a strategy for locating relevant information in a variety of sources.</p> <p>2.20 Use a strategy for finding relevant information from a variety of sources and be able to shift the strategy as necessary.</p> <p>2.21 Assess the value of various types of electronic resources for data gathering, including databases, internet sites, electronic reference works, community and government electronic resources.</p> <p>2.22 Develop keywords and phrases to search for information.</p> <p>2.23 Use search engines and directories to survey a topic.</p> <p>2.24 Narrow or expand a topic based on preliminary searching.</p> <p>2.25 Select primary and secondary sources as appropriate.</p>	<ul style="list-style-type: none"> • use standard bibliographic format to document sources. <p>Social Studies Grade 7 4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history.</p> <p>Arts – Visual Arts 1.10 Use electronic technology for reference and for creating original work. 5.9 Use published sources, either traditional or electronic, to research the body of work or an artist, and present findings in written or oral form.</p>
<p>Standard 3. Locate and access information.</p> <p>3.1 Ask a question that requires information-seeking.</p> <p>3.2 Independently find the library media center.</p> <p>3.3 Independently approach the library teacher for assistance.</p> <p>3.4 Understand that there is a relationship to spine label and book content.</p> <p>3.5 Identify shelving order – top to bottom, left to right.</p> <p>3.6 Independently locate fiction and non-fiction sections in the school library.</p> <p>3.7 Independently locate computers in the school library.</p>	<p>Science The Nature of Science. “Overall, the key criterion of science is that it provide a clear, rational, and succinct account a pattern in nature. This account must be based on data gathering and analysis and other evidence...”</p> <p>ELA 24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects :</p> <ul style="list-style-type: none"> • use an expanded range of print and non-print sources (<i>atlases, data bases, electronic, on-line</i>)

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<p>3.8 Identify an information need.</p> <p>3.9 Know the role and expertise of the library teacher and staff.</p> <p>3.10 Understand the organization of the library media center.</p> <p>3.11 Exhibit understanding and rudimentary use of the Dewey Decimal system.</p> <p>3.12 Use library catalog to locate information sources.</p> <p>3.13 With assistance, choose appropriate information source.</p> <p>3.14 Understand differences between materials in reference section.</p> <p>3.15 With assistance, use print reference materials appropriately.</p> <p>3.16 Identify and use table of contents, index, and glossary.</p> <p>3.17 With assistance, find information from maps and charts.</p> <p>3.18 Explore and develop understanding of how to gather information.</p> <p>3.19 Independently choose appropriate information source.</p> <p>3.20 Locate appropriate articles in encyclopedias.</p> <p>3.21 Locate appropriate articles in print periodicals.</p> <p>3.22 Use atlases and almanacs.</p> <p>3.23 Retrieve information from grids, schedules and tables.</p> <p>3.24 Use cross-references to locate additional information.</p> <p>3.25 Recognize inadequacies or gaps in information.</p> <p>3.26 Identify electronic sources of information.</p> <p>3.27 Use technology to locate, evaluate and collect information from a variety of sources.</p> <p>3.28 Use search engines effectively to find relevant, unbiased, and current</p>	<p><i>resources</i>);</p> <ul style="list-style-type: none"> • follow established criteria for evaluating information; • locate specific information within resources by using indexes, tables of contents, electronic search key words; • organize and present research using the grades 5-6 Learning Standards in the Composition Strand... • provide appropriate documentation in a consistent format <p>Instructional Technology</p> <p>1.54 Explain effective search strategies to locate and retrieve electronic information (e.g., understand and use syntax and Boolean logic operators).</p> <p>1.59 Identify capabilities of technology resources and understand how they can be used for lifelong learning.</p> <p>3.1 Explore and develop understanding of how to gather information from a variety of electronic sources, including teacher-selected Web sites, CD-ROM encyclopedias, and automated card catalog.</p> <p>3.6 In keeping with the research process outlined in Standard 24 of the ELA Curriculum Framework, identify electronic sources of information (e.g., Internet, CD-ROM, online periodical databases, and online catalogs).</p> <p>3.7 Use search engines effectively to find relevant, unbiased, and current information on a subject. (Standard 2 performance indicators apply – i.e., evaluate Web sites and write correct citations for sources.)</p>

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<p>information on a topic and identify source of information with a web address.</p> <p>3.29 Independently develop an information search strategy.</p> <p>3.30 Independently locate information outside the school library media center.</p> <p>3.31 Use a periodical index.</p> <p>3.32 Use technology to locate, evaluate and collect information from a variety of sources</p> <p>3.33 Use Boolean operators to query databases for information retrieval.</p> <p>3.34 Search for information within a source.</p> <p>3.35 Evaluate and select the best sources for the information need.</p>	
<p>4. Use information.</p> <p>4a. Evaluate for Appropriateness</p> <p>4.1 Distinguish fiction from nonfiction.</p> <p>4.2 With assistance, develop criteria for relevant print information, including age of source using copyright date.</p> <p>4.3 Compare and contrast information from different sources.</p> <p>4.4 With assistance, distinguish between primary and secondary sources.</p> <p>4.5 Explore the practice of evaluating web sites.</p> <p>4.6 Independently check copyright date to determine age of information source.</p> <p>4.7 Independently discriminate between primary and secondary resources.</p> <p>4.8 Evaluate electronic resources for accuracy, relevance, appropriateness, comprehensiveness and bias.</p> <p>4.9 Practice independent critical thinking when reviewing a potential information source.</p> <p>4.10 Compare and contrast information</p>	<p>ELA</p> <p>13.11 Distinguish fact from opinion or fiction.</p> <p>19.21 Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.</p> <p>23.4 Organize ideas for a brief response to a reading.</p> <p>23.7 Group related ideas and place them in logical order when writing summaries or reports.</p> <p>23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>23.11 Organize ideas for writing comparison-and-contrast essays.</p> <p>27.2 Create presentations using computer technology.</p> <p>27.7 Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communications.</p>

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<p>from different sources.</p> <p>4.11 Routinely evaluate web sites for authenticity when using them.</p> <p>4.12 Develop a list of authorities on a specific topic.</p> <p>4b. Extraction of most relevant information</p> <p>4.13 Sort, classify and sequence pieces of information.</p> <p>4.14 Read print and non-print material to gather information.</p> <p>4.15 Take notes using guided research forms to extract relevant information.</p> <p>4.16 Choose appropriate order for information.</p> <p>4.17 Use provided graphic organizers and outlines to organize information logically.</p> <p>4.18 With assistance, summarize and paraphrase information in own words.</p> <p>4.19 With assistance, organize information from multiple sources.</p> <p>4.20 Independently take notes.</p> <p>4.21 Summarize and paraphrase information.</p> <p>4.22 Organize information from multiple sources.</p> <p>4.23 Make inferences from data.</p> <p>4.24 Collaborate with others, including using technology to share information.</p> <p>4.25 Create original graphic organizers and outlines.</p> <p>4.26 Extrapolate information found in tables, charts, and graphs.</p> <p>4.27 Gather information to support a point or view in persuasive writing.</p> <p>4.28 Integrate (with correct citation) electronic research results into a research project.</p> <p>4c. Ethical Behavior in information use</p> <p>4.29 Indicate the source of information.</p> <p>4.30 Find and record author and title of</p>	<p>Social Studies</p> <p>PreK-K History & Geography 1. Identify sequential actions, such as <i>first, next, last</i>, in stories and use them to describe personal experiences.</p> <p>Grade 2 History 7. Give examples of fictional or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g. honesty, dependability, modesty, trustworthiness, courage.)</p> <p>2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today.</p> <p>2.9 With the help of the school librarian, identify and describe well-known sites, events or landmarks in at least three different countries from which students' families come and explain why they are important.</p> <p>Grade 3 History 3.7 After reading a biography of a person from Massachusetts...summarize the person's life and achievements.</p> <p>Grade 4 History 4.7 After visiting a museum...or conducting research in the library, describe an animal person building, or design depicted in an ancient Chinese work of art.</p> <p>Grade 6 3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information...</p> <p>Grades 8-12 4. Interpret and construct charts and graphs that show quantitative information.</p> <p>10. Distinguish historical fact from opinion.</p> <p>USG.4.8 Use a variety of sources, including newspapers, magazines, and the</p>

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<p>an information source.</p> <p>4.31 Define plagiarism</p> <p>4.32 Using a provided format, write an appropriate bibliography</p> <p>4.33 Using a provided format, write correct citations for text and images gathered from electronic sources.</p> <p>4.34 Independently write an appropriate bibliography.</p> <p>4.35 Independently create correct citations for text and images gathered from electronic resources.</p> <p>4.36 Demonstrate understanding that use of materials is limited by the fair use rule of copyright law.</p> <p>4.37 Explain and demonstrate ethical and legal behavior in the copying of electronic files.</p> <p>4.38 Demonstrate and advocate for legal and ethical behaviors among peers, family and community regarding the use of technology and information.</p> <p>4.39 Explain the provisions of the school's Acceptable use Policy in original language, and its importance.</p> <p>4.40 Use quotations and footnotes appropriately.</p> <p>4.41 Cite electronic sources correctly.</p> <p>4.42 Explain laws restricting use of copyrighted materials on the internet.</p>	<p>internet to identify significant world political, demographic, and environmental developments.</p> <p>USG.5.4. Research the platforms of political parties and candidates for state or local government and explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.</p> <p>USG.5.9. Together with other students, identify a significant public policy issue in the community, gather information about that issues, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.</p> <p>Guiding Principle VI. Students should be able to use a variety of texts to distinguish fact from opinion, make inferences, draw conclusions, and collect evidence to test hypothesis and build arguments.</p> <p>Science</p> <p>SIS1. Read, interpret and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories.</p> <p>Health</p> <p>7.7 Students read literature on prejudice and write a paper on how it can cause conflict in communities.</p> <p>10.8 Students research and give an oral report on the effects of second-hand smoke.</p> <p>10.9 Students research the increased chances of death from alcohol poisoning when alcohol is combined with marijuana.</p> <p>11.11 Students research the relationship between the presence of guns in the home and violent acts.</p> <p>11.13 Students research the academic</p>

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	<p>writings on the possible unintended negative effects of sexual harassment laws, regulations, and policies on normal female and male relationships.</p> <p>Instructional Technology</p> <p>2.2 Develop understanding of the school’s rules for safe and ethical Internet use.</p> <p>2.7 Explain and demonstrate ethical and legal behavior in copying files, applications and media.</p> <p>2.12 Validate a Web site for authenticity (e.g., find site sponsor, author, and date the site was last updated).</p> <p>2.14 Write correct citations for text and images gathered from electronic sources. Understand that use of materials is limited by the fair use rule of copyright law.</p> <p>2.18 Explain laws restricting use of copyrighted materials on the Internet.</p> <p>2.20 Cite electronic sources correctly.</p> <p>3.8 Organize information that is collected using a variety of tools (e.g., spreadsheet, database, saved files).</p> <p>3.9 Communicate results of research and learning with others using the most appropriate tools (e.g., desktop-published or word-processed report, multimedia presentation).</p> <p>3.10 Manipulate data using charting tools and graphic organizers (e.g., concept mapping, flow charting, and outlining software) to connect ideas and organize information.</p> <p>3.12 In conducting research use all appropriate electronic sources (e.g., Web sites, online periodical databases, online catalogs).</p> <p>3.13 Integrate (with correct citations) electronic research results into a research project.</p> <p>3.14 Routinely evaluate Web sites for authenticity when using them.</p>

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<p>Standard 5. Synthesize information</p> <p>5.1 Create and share pictures with others.</p> <p>5.2 Use new words or sentences in describing the pictures.</p> <p>5.3 Present a final product using an appropriate format report, diorama, poster, software program or other medium of communication.</p> <p>5.4 Consider the purpose and audience for the product and/or presentation.</p> <p>5.5 Organize the information in a way which is appropriate for the assignment, project, or question</p> <p>5.6 Present a final product using an appropriate format.</p> <p>5.7 Consider the purpose and audience for the product and/or presentation.</p> <p>5.8 Organize the information in a way which is appropriate.</p> <p>5.9 Use word processing, editing and spelling tools to produce an original product that clearly communicates research results.</p> <p>5.10 Present a final product using an appropriate format.</p> <p>5.11 Practice collaborative learning skills, when appropriate.</p> <p>5.12 Understand that preparing for a presentation will become a life long skill.</p> <p>5.13 Consider the purpose and audience for the product and and/or presentation.</p> <p>5.14 Select an appropriate media format to communicate new understandings and new knowledge.</p> <p>5.15 Organize the information in a way which is appropriate for the assignment, project, or question.</p> <p>5.16 Create a storyboard, script, layout or rough draft of research notes.</p> <p>5.17 Use word processing, editing,</p>	<p>ELA</p> <p>19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.</p> <p>19.3 Draw pictures and/or use letters or phonetically spelled words to give others information.</p> <p>19.11 Write brief summaries of information gathered through research.</p> <p>19.16 Write brief research reports with clear focus and supporting detail.</p> <p>19.27 Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.</p> <p>27.8 Create coherent media productions that synthesize information from several sources.</p> <p>History/Social Studies Grade 6 3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information...</p> <p>Technology/Engineering In grades 6-8, students pursue engineering questions and technological solutions that emphasize research and problem solving.</p>

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<p>dictionary and thesaurus tools to produce a polished, original product that clearly communicates research results.</p> <p>5.18 Present a final product using an appropriate format.</p> <p>5.19 Practice collaborative skills.</p> <p>5.20 Understand that preparing for a presentation will become a life long skill.</p>	
<p>Standard 6. Participate in Collaborative Activities.</p> <p>6.1 Demonstrate appropriate group conduct.</p> <p>6.2 Listen to the information and ideas of others.</p> <p>6.3 Exhibit and understanding of the rights of other library users.</p> <p>6.4 Cooperate with others and share resources and materials.</p> <p>6.5 Work with other students to create and evaluate simple information products.</p> <p>6.6 Assist other students with book selection.</p> <p>6.7 Exhibit proper respect for and care of library materials, facilities, and equipment.</p> <p>6.8 Understand the layout and organization of the library.</p> <p>6.9 Understand and follow library rules and procedures.</p> <p>6.10 Exhibit an understanding of the rights of other library users.</p> <p>6.11 Work cooperatively with others and share resources and materials.</p> <p>6.12 Assist other students with book selection.</p> <p>6.13 Exhibit proper respect and care for library materials, facilities, and equipment.</p> <p>6.14 Understand the layout and</p>	<p>Science</p> <p>Guiding Principle IX. An effective program in science and technology/ engineering gives students opportunities to collaborate in scientific and technological endeavors and communicate their ideas.</p>

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<p>organization of the library.</p> <p>6.15 Keep books and materials in order when browsing.</p> <p>6.16 Understand and follow library rules, policies and procedures.</p> <p>6.17 Discuss information and ideas with others, listen well and change own ideas when appropriate.</p> <p>6.18 Use information sources, select information and ideas that will contribute directly to the success of group projects.</p> <p>6.19 Respect others' ideas and backgrounds and acknowledge their contributions.</p> <p>6.20 Encourage consideration of ideas and information from all group members.</p> <p>6.21 Respond respectfully to the points of view and ideas of others.</p> <p>6.22 Participate actively in group discussions to analyze information products and solutions.</p> <p>6.23 Using their evaluations and the group's work to improve content, delivery and work habits.</p> <p>6.24 Integrate their own knowledge and information with that of others in the group.</p> <p>6.25 Actively listen to and respectfully respond to the point of view of others.</p> <p>6.26 Collaborate with others to lead, facilitate, negotiate and otherwise participate in defining the information needs of a group.</p> <p>6.27 Participate actively in group discussions to devise solutions to information problems that integrate group members' information and ideas</p> <p>6.28 Work to move the group to consensus after substantive conversations and sharing of information and ideas among all the members of the group</p>	

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<p>6.29 Help organize and integrate the contributions of all the members of the group into information products</p> <p>6.30 Work with others to create and evaluate complex information products that integrate information in a variety of formats</p> <p>6.31 Participate effectively as a member of a group in evaluating the content and delivery of its work and the effectiveness of the group's work habits</p>	
<p>Standard 7. Evaluate.</p> <p>7.1 Using provided checklist or rubric, determine that project is complete and accurate.</p> <p>7.2 Judge the process. Ask questions.</p> <p>7.3 Judge the product. Ask questions.</p> <p>7.4 Conference with peers, teachers, and library teacher during the creation of the product and in final product evaluation.</p> <p>7.5 Analyze the evaluation results to improve their communications through developing evaluation criteria and doing self and peer evaluations.</p> <p>7.6 With assistance, describe the ethical use of information.</p> <p>7.7 Use critical and creating thinking skills to analyze, synthesize and evaluate relevance, reliability, and authority of sources.</p> <p>7.8 Evaluate how effectively they communicate their research results by using predetermined criteria.</p> <p>7.9 Review and evaluate the process of transforming information into knowledge.</p> <p>7.10 Summarize new knowledge gained through peer presentations.</p> <p>7.11 Voluntary apply legal principles and</p>	

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ethical conduct related to information technology	
<p>Standard 8. Appreciate literature.</p> <p>8.1 Understand the importance of the library as an information source.</p> <p>8.2 Demonstrate active listening skills.</p> <p>8.3 Listen to literature for pleasure and information.</p> <p>8.4 Use illustrations to acquire a greater understanding of the story.</p> <p>8.5 Demonstrate the proper care of library materials.</p> <p>8.6 Use library collection for pleasure reading.</p> <p>8.7 Understand the difference between an author and an illustrator.</p> <p>8.8 Demonstrate the comprehension of a story heard, read or viewed through verbal discussion and/or written responses or artwork.</p> <p>8.9 Share books by favorite authors and illustrators.</p> <p>8.10 Identify books that are special award winners.</p> <p>8.11 Recognize various genres of literature.</p> <p>8.12 Demonstrate awareness of literature from various cultures and genres.</p> <p>8.13 Make connections among materials read, heard or viewed</p> <p>8.14 Make predictions in literature</p> <p>8.15 Recognize basic story elements: character, setting and problem</p> <p>8.16 Incorporate critical and creative thinking skills to evaluate literary elements and conventions</p> <p>8.17 Display knowledge of various types of print material, of genres, and of selection aids</p> <p>8.18 Identify and read from a variety of genres</p>	<p>ELA</p> <p>6.1 Identify formal and informal language in stories, poems, and plays.</p> <p>6.7 Analyze the language styles of different characters in literary works.</p> <p>7.1 Demonstrate understand of the forms and functions of written English:</p> <ul style="list-style-type: none"> • Know how to handle a book and turn the pages; • Identify the covers and title page of a book <p>7.9 Read grade-appropriate imaginative/literary and informational/expository text with comprehension.</p> <p>7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</p> <p>8.1 Make predictions using prior knowledge, pictures, and text.</p> <p>8.4 Make predictions about the content of the text using prior knowledge and text features (<i>title, captions, illustrations</i>).</p> <p>8.5 Retell important facts from a text heard or read.</p> <p>8.23 Use knowledge of genre characteristics to analyze a text.</p> <p>9.1 Identify similarities in plot, setting and character among the works of an author or illustrator.</p> <p>9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators..</p> <p>10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction...and dramatic literature.</p> <p>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction,</p>

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Information Fluency	Other Frameworks
<p>8.19 Recognize reading as a life long pursuit</p> <p>8.20 Recognize characteristic styles of various authors and illustrators</p> <p>8.21 Identify award winning books, their selection criteria, and attributes</p> <p>8.22 Perform preliminary research to enhance appreciation of literature</p>	<p>and drama and apply this knowledge as a strategy for reading and writing.</p> <p>10.3 Identify and analyze the characteristics of various genres...as forms with distinct characteristics and purposes.</p> <p>10.4 Identify and analyze the characteristics of various genres... as forms chosen by an author to accomplish a purpose.</p> <p>12.1 Identify the elements of plot, character and setting in a favorite story.</p> <p>12.2 Identify and analyze the elements of plot, character and setting the stories they read and write.</p> <p>13.2 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).</p> <p>13.2 Identify and use knowledge of common graphic features (illustrations, type size).</p> <p>Arts - Theatre</p> <p>1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles.</p> <p>2.6 Identify literary characteristics of the dramatic script, including elements of a dramatic structure, conventions, and format used in writing material for the state; identify forms such as comedy and tragedy.</p> <p>2.7 Read plays and stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict.</p> <p>2.11 Read plays from a variety of genres and styles; compare and contrast the structure of plays to the structures of other forms of literature.</p>