

## Let's look at the tools INFOhio has to help with:

- Text Complexity
- Literacy
- Research
- College and Career Readiness



These five areas that are each important in the Common Core (text complexity, literacy across the curriculum, research, college and career readiness and mathematical practices) align with the INFOhio resources and show the rigor that the databases bring to student learning. It is ok to use Google and Wikipedia, but where can you find verified, qualified, higher level thinking information and informational text, but in a database.

## Text Complexity and Informational Text



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Text complexity is our first area of the Common Core from ELA that we will be covering. Text complexity is very well defined in the Common Core ELA standards and is important for both teachers and librarians to understand. Text complexity leads to higher quality, rigorous informational texts.

## Common Core Connection

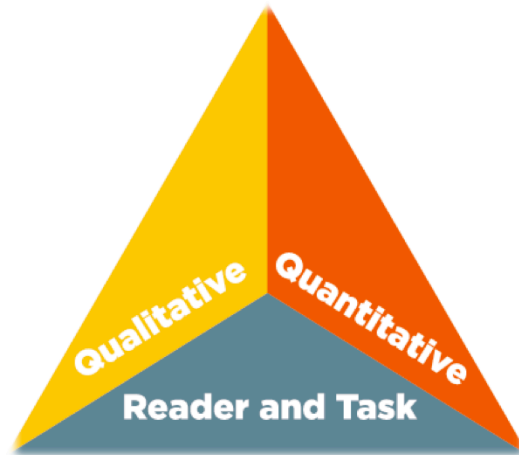


### English Language Arts

#### **Range of reading and level of text complexity**

√ Read and comprehend complex literary and informational texts independently and proficiently.

## What is Text Complexity?



Common Core ELA Standards:Appendix A


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Text complexity is a three prong stool that covers qualitative, quantitative and reader and task definition.



# 1. Determine the **quantitative** measures of the text.

Lexiles or  
ATOS  
ranges can  
be used.



Kansas Common Core Standards  
**Quantitative Measures Ranges for  
Text Complexity Grade Bands**

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

\* The K-1 suggested Lexile range was not identified by the Common Core State Standards and was added by Kansas.  
\*\* Taken from *Accelerated Reader and the Common Core State Standards*, available at the following URL:  
<http://doc.kenlearn.com/KMNet/R004572117GKC46B.pdf>

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For the quantitative measure you can use either a lexile score or an ATOS score for Accelerated Reader programs.

## 2. Analyze the **qualitative** measures of the text.

Evaluate:

- Purpose
- Structure
- Language
- Knowledge

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC INFORMATIONAL TEXTS			
LEVELS OF PURPOSE			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Purpose: subtle, implied, difficult to determine	<input type="checkbox"/> Purpose: implied, but fairly easy to infer	<input type="checkbox"/> Purpose: implied, but easy to identify based upon context or source	<input type="checkbox"/> Purpose: explicitly stated
STRUCTURE			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Organization of Main Ideas and Details: highly complex; not explicit, must be inferred by the reader <input type="checkbox"/> Text Features: if used, are essential in understanding content <input type="checkbox"/> Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	<input type="checkbox"/> Organization of Main Ideas and Details: complex but largely explicit; may exhibit traits common to a specific subject or discipline <input type="checkbox"/> Text Features: if used, greatly enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text	<input type="checkbox"/> Organization of Main Ideas and Details: may be complex, but clearly stated and generally requested <input type="checkbox"/> Text Features: if used, enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: largely simple graphics, supplementary to understanding of the text	<input type="checkbox"/> Organization of Main Ideas and Details: clearly stated and sequential <input type="checkbox"/> Text Features: if used, help the reader navigate and understand content but are not as critical <input type="checkbox"/> Use of Graphics: use of simple graphics, unnecessary to understand the text
LANGUAGE CONVENTIONALITY AND CLARITY			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Meaning: dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous or misleading <input type="checkbox"/> Register: generally unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> Meaning: somewhat complex; may occasionally be abstract, ironic, and/or figurative <input type="checkbox"/> Register: occasionally unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> Meaning: largely explicit and easy to understand with few occasions of more complex meaning <input type="checkbox"/> Register: largely contemporary, familiar, conversational; rarely unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> Meaning: explicit, literal, straightforward, easy to understand <input type="checkbox"/> Register: contemporary, familiar, conversational
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Subject Matter Knowledge: requires extensive, perhaps specialized or even theoretical subject-specific knowledge <input type="checkbox"/> Intertextuality: many references/allusions to other texts	<input type="checkbox"/> Subject Matter Knowledge: requires moderate levels of subject-specific knowledge; some theoretical knowledge may enhance understanding <input type="checkbox"/> Intertextuality: some references/allusions to other texts	<input type="checkbox"/> Subject Matter Knowledge: largely everyday; practical knowledge is necessary; requires some subject-specific knowledge <input type="checkbox"/> Intertextuality: few references/allusions to other texts	<input type="checkbox"/> Subject Matter Knowledge: requires only everyday, practical knowledge <input type="checkbox"/> Intertextuality: no references/allusions to other texts

Barnhart, Marcia. Text Complexity Webinar, May 3, 2012.

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This rubric is used as a qualitative measure of a text.

### 3. Reflect upon the **reader and task** considerations.

- Prior knowledge and experience.
- Content and theme concerns.
- Complexity of associated tasks.
- Cognitive capabilities.
- Reading Skills.
- Motivation and engagement with task and text.

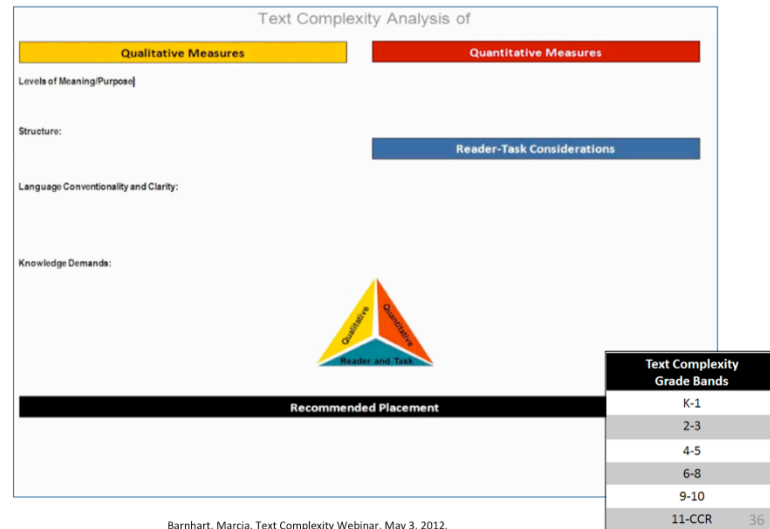


Barnhart, Marcia. Text Complexity Webinar, May 3, 2012.

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This is done by the teacher or librarian based either on the class or the grade level.

#### 4. Recommend placement in the appropriate text complexity band.

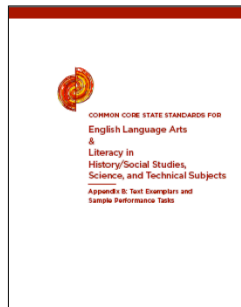


The text is recommended in the text complexity band on the grade band chart.

# Where do we find texts in the appropriate text complexity band?

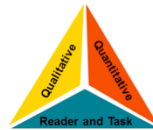
We could....

Choose an excerpt of text from Appendix B:



or...

Use available resources to determine the text complexity of other materials on our own.



Grade	Qualitative	Quantitative	Reader and Task
1	1.1-1.2	1.3-1.4	1.5-1.6
2	2.1-2.2	2.3-2.4	2.5-2.6
3	3.1-3.2	3.3-3.4	3.5-3.6
4	4.1-4.2	4.3-4.4	4.5-4.6
5	5.1-5.2	5.3-5.4	5.5-5.6
6	6.1-6.2	6.3-6.4	6.5-6.6
7	7.1-7.2	7.3-7.4	7.5-7.6
8	8.1-8.2	8.3-8.4	8.5-8.6
9-10	9.1-9.2	9.3-9.4	9.5-9.6
11-CCR	11.1-11.2	11.3-11.4	11.5-11.6

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
1-2	200L - 300L	1.0 - 2.0
3-4	400L - 700L	2.0 - 4.0
5-6	700L - 900L	3.0 - 5.7
7-8	900L - 1100L	4.0 - 8.0
9-10	1000L - 1300L	4.6 - 10.0
11-CCR	1200L - 1300L	4.8 - 12.0

Barnhart, Marcia. Text Complexity Webinar, May 3, 2012.

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(Even choosing excerpts from Appendix B is less effective because it removes the reader and task considerations from the equation.)

## Want to learn more?



- Watch the [webinar](#) by Marcia Barnhart.
- Join the KBC and discuss online with other Ohio educators.

### *Text Complexity: The Common Core State Standards - New Process for Determination*

The Common Core State Standards for English Language Arts require that educators give attention to selecting texts based on their level of text complexity. In this webinar, the new process for determining text complexity will be examined and a sample determination of a text will be demonstrated. Resources to support librarians and teachers in this practice will be provided.

Presenter: Marcia Barnhart, Consultant, Former Assistant Director of Professional Development for the Ohio Department of Education

- [Recorded Webinar](#)
- [Session PPT](#) [PPT]
- KBC Discussion Group: [Inquiry and the Common Core](#)


# Learning Commons – check out Things #8 and 14









## #8 Can You Find Resources for all Learning Levels and Styles with One Click?

**Read Discover Go Beyond Respond Standards Credit/CEU**

21st Century Professional Development – Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses. In the READ section, you learned about the different types of learning styles. In this section, you learn how to incorporate learning styles into your classroom.








- Roger Taylor provides a list of **student produced products** (projects to be evaluated) that are useful in differentiating assignments.
- One way to differentiate is to vary the method of delivering information (video, audio, realia, etc.) to reflect learning styles. INFOhio provides information in many formats. As you progress through the *21 Essential Things*, you will learn how to find information provided through INFOhio in various formats. Learn about digital videos in Thing 16, finding reading level appropriate materials in Thing 14 and Thing 17, and finding digital images in Thing 19. Try these activities to try to get more instruction for your students. In the INFOhio resources section, you will find:
  -  Double click on a word in any level of the dictionary works.
  -  Do a search for topics in the *Visual Dictionary* for some of the over 6,000 color, labeled illustrations.
  -  **EBSCO** Search for articles on the same topic in all of the databases.
  -  Do a search in any of the databases including *Primary Search*, and listen to the article at different speeds. The option for the audio is right under the introductory article information.
  -  Do a search for a person in the *Biography* database. Option to listen to the document in either a main text or audio.
  -  Adjust the text size in an article you found.

## #14 Are You Going Beyond Google Search in your Classroom or Library for Inquiry based lessons? INFOhio Power User

**Read Discover Go Beyond Respond Standards Credit/CEU**

Now that you have an introduction to the types of databases available to you and your students through INFOhio's subscription to **EBSCOhost**, learn about the various interfaces for searching the data.

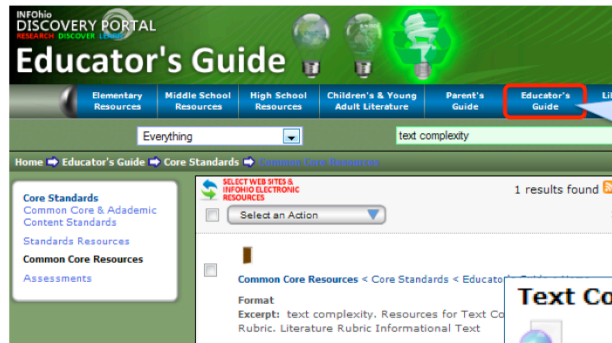


-  Watch the *Search Basics* Flash Tutorial and learn how *Search Basics* works. You may need to enter the current INFOhio username and password. Locate articles about atoms. Do not forget to indicate the Lexile limiters, and click on the various icons at the top to separate articles from magazines, books and encyclopedias, biographies and pictures.
-  Watch the *Kids Search Flash Tutorial* and take the *quiz* to check your learning. You can use this tutorial with your students to help them learn how to use *Kids Search*. Search for *global warming*, separate the search results into magazines, books, biographies and photos from the icons at the top of the search results page.
- Watch the *EBSCO Search Flash Tutorial* and learn how to use *EBSCOhost* found in *Kids Search*. They work the same way. It is important that you learn about the differences between the two interfaces. Now try searching magazines you read. Include a citation in your search results. If you citation formats.
-  Take a few minutes to review the many databases available from the INFOhio's subscription to **EBSCOhost** by repeating an *All Database Search*. Select *MasterFILE Premier* and search for *urban sprawl*. Note that *MasterFILE Premier* has a much deeper and broader title base than *MAS Ultra - School Edition*, which is the database linked to *Student Research Center 9-12*. Depending on your research needs, you may wish to choose *MasterFILE Premier* or one of the other databases provided in *All Database Search*.
-  Create an account in one of the online notetaking services such as *Evernote*.

Finding resources for all learning levels and styles. Also includes several articles on Lexiles.

Using EBSCO databases for lexile level search.

# Discovery Portal



Select Educator's Guide and search for Text Complexity.

## Text Complexity

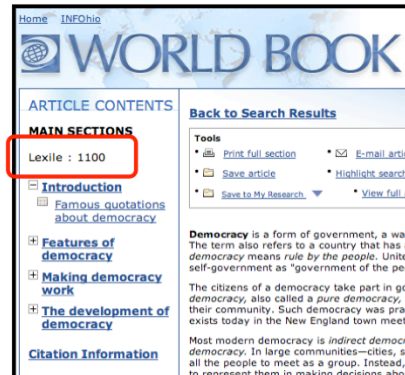


[Resources for Text Complexity](#)  
[Literature Rubric](#)  
[Informational Text Rubric](#)  
[Lexiles](#)

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These databases include Lexiles for their articles.



## Ebsco allows searches by Lexile too.



3. **Election 2012**. By: Von Drehle, David; Altman, Alex; Newton-Small, Jay; Scherer, Michael; Steinmetz, Katy. *Time*, 2/6/2012, Vol. 179 Issue 5, p24-29, 6p, 7 Color Photographs, 1 Chart  
Abstract: The article discusses U.S. politicians who are campaigning for the Republican nomination for the U.S. presidential election of 2012 including Newt Gingrich, Mitt Romney, and Rick Santorum. The article amines the state of the Republican Party, the return of Gingrich to politics after he left the House of Representatives in 1998, and Gingrich's campaign. The author looks at Gingrich's use of Interviews and stump speeches as well as his lack of campaign funds. The campaign of Mitt Romney is also examined and the Florida **primaries** are discussed. Reading Level (Lexile): **1200**; (N 70949920)  
[HTML Full Text](#)

The screenshot shows the EBSCO search results page with several filters on the right side. The 'Lexile Reading Level' filter is highlighted with a red box and shows a dropdown menu with options: '200 - 950 (Grade 1 to Grade 5)', '850 - 1100 (Grade 6 to Grade 8)', '1050-1300+ (Grade 9 to Grade 12)', and 'All'. The 'Lexile Reading Score' filter is also visible below it. Other filters include 'Publication', 'Published Date from', and 'Cover Story'. A 'Reset' button is located at the bottom right of the filter section.



## Your school's library catalog can help you find titles.

- Click on Reading Level Search.
- Select Reading Program for AR or Lexile search.
- Enter a score range.
- You can enter a subject term or leave it blank to see all titles at that level.

**Special Searches**

- [Browse Call Numbers](#)
- [Browse Headings](#)
- [Reading Level Search](#)

☐ Reading Program Search ☒ Lexile Score Search

Include Lexile scores between  (minimum) and  (maximum)

Minimum score is 0; maximum is 1700

search term:

library:

[Show Matching Books](#)

## Online Catalog displays Lexile or Reading Program in results.

Belpre High School Online Library  
Automated through INFOhio

Quick Search   Advanced Search   Visual Search 4 Kids   Other Resources   Review My Account   Suggestion Box

BACK   HELP   NEW SEARCH   PREVIOUS   NEXT   XREF   CHANGE DISPLAY   KEPT   LOGOUT

record 8 of 18 for search keyword "{LEXILE}>=0<=1700 SAME lexile" AND keyword "space"

Brief Description   A Look Inside   Full Description   INFOhio Content Results

**Captain Underpants and the invasion of the incredibly naughty cafeteria ladies from outer space (and the subsequent assault of the equally evil lunchroom zombie nerds) : the third epic novel**  
Pilkey, Dav, 1965-

Only Captain Underpants can stop the three evil space aliens who have invaded Jerome Horwitz Elementary School and turned everyone into lunchroom zombie nerds.

**Physical description:** 124 p. : ill. : 22 cm.

**Audience:** 730 Lexile.

**Reading program:** Reading Counts RC- Level=3.5- Points=3.0

**ISBN** 0439049954

**Item info** 2 copies AVAILABLE at Belpre High School and Belpre Elementary School.

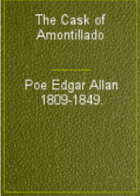
**A Look Inside:**

**Holdings** [CHANGE DISPLAY](#)

Belpre High School	Copies	Item Group	Status
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## The INFOhio eBook Collection contains Lexiles when available.

[View Content](#) [Close](#)



**The Cask of Amontillado**  
Poe Edgar Allan  
1809-1849

Views: 66  
Downloads: 130

### The Cask of Amontillado

After enduring many injuries of the noble Fortunato Montessoro executes the perfect revenge.

**Author:** Poe Edgar Allan 1809-1849.

**Publisher:** Salt Lake City : Project Gutenberg Literary Archive Foundation 2010.

**Audience:** 700 Lexile. HS.

**Help:** [Tip sheet for Nook/Kindle \(MS Word Doc\)](#)  
[iPad tip sheet \(MS Word Doc\)](#)  
[Mobi Reader tip sheet \(MS Word Doc\)](#)

**Files:**

EPUB	<a href="#">VIEW</a>   <a href="#">DOWNLOAD</a>	EPUB With images. (15KB)
EPUB	<a href="#">VIEW</a>   <a href="#">DOWNLOAD</a>	ePub (no images) (30KB) *
HTML	<a href="#">VIEW</a>	HTML VERSION OF EBOOK ONLINE (View HTML With images.)
HTML	<a href="#">VIEW</a>	HTML VERSION OF EBOOK ONLINE (View HTML * )
MOBI	<a href="#">VIEW</a>   <a href="#">DOWNLOAD</a>	MOBI With images. (30KB)
MOBI	<a href="#">VIEW</a>   <a href="#">DOWNLOAD</a>	Mobi (no images) (47KB) *
TXT	<a href="#">VIEW</a>   <a href="#">DOWNLOAD</a>	TXT (32KB)
ZIP	TO DOWNLOAD HTML (ZIPPED) <a href="#">CLICK HERE</a>	

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## Literacy – across the curriculum



## Want to learn more?



- Watch the [webinar](#) by Marcia Barnhart.
- Join the KBC and discuss online with other Ohio educators.

### *The Common Core Literacy Standards for History/Social Studies, Science, and Technical Subjects*

This session will provide an overview of the Common Core Literacy Standards that were adopted by Ohio in June 2011. Questions to be addressed include: What are the Literacy Standards? Where are they located? Why are the Literacy Standards important? Which content area teachers are responsible for teaching the Literacy Standards? How can educators across the content areas implement the Literacy Standards? How can librarians/media specialists support content area teachers in implementing the Literacy Standards?

Presenter(s): Marcia Barnhart, Ohio Department of Education

- [Webinar Recording](#)
- [Handouts for Webinar](#) [PDF]
- [Webinar PPT](#) [PPT]
- [Common Core State Standards Initiative](#) [URL]

# Learning Commons-Check out Things #2 and 4



## #2 Are You Up-To-Speed? Getting Acquainted with INFOhio Resources for Teachers, Librarians and 21st Century Students

Read Discover Go Beyond Respond Standards Credit/CEU

Take some time to explore and get to know a bit about INFOhio. As you explore, consider ways your use of INFOhio may impact student achievement and assist your students in mastering the skills needed in the 21st Century.

Follow the links below to learn about more ways INFOhio helps you to use the electronic resources.

- The [INFOhio Toolkit](#) contains various documents that explain the resources of INFOhio. For any password protected documents, use the INFOhio password provided for at home use.
- Click on these links to view the various INFOhio resources available for your grade level.
  - Click on this link for a [K-2 menu](#) that demonstrates the correlations between the INFOhio resources and the Ohio Academic Content Standards.
  - Click on this link for a [3-5 menu](#) that demonstrates the correlations between the INFOhio resources and the Ohio Academic Content Standards.
  - Click on this link for a [6-12 menu](#) that demonstrates the correlations between the INFOhio resources and the Ohio Academic Content Standards.
- Review the [INFOhio Help Resources](#) provided for every INFOhio electronic resource.
- Educators are encouraged to provide a link to the INFOhio homepage - <http://www.infohio.org>
- Link directly to the individual INFOhio electronic resources by following the directions on the [Webmasters Page](#).
- INFOhio has aligned the [Core Collection of Electronic Resources](#) to the learning and innovation skills for 21st Century students.

The Go Beyond section will introduce you to the Partnership for 21st Century Standards.

## #4 Are You Keeping Up Professionally?

Read Discover Go Beyond Respond Standards Credit/CEU

Now that you have a background on ways to keep up professionally, take some time to review professional resources. All links open in a new window so you can split your screen and follow the directions below as you learn.

**Professional Search**  
Teachers & Administrators

**EBSCO Professional Search**  
1. Follow these directions to find an article in the EBSCO Professional Search.  
Go to <http://www.infohio.org>  
Click on Core Collection  
Click on EBSCO  
Click on Professional Search  
Structure Your Search:

- In the **FIND** box type: podcasting, education
- In the Limit your results box check **Peer Reviewed** and **Scholarly Peer Reviewed**
- Click Search

Note your results

2. Now take a look at the many publications included in the EBSCO Professional Search.  
Go to <http://www.infohio.org>  
Click on Core Collection  
Click on EBSCO  
Click on Professional Search  
Click on the **Title List** link  
Note there are three databases

- Academic Search – includes Title List
- ERIC
- Professional Development – includes Title List

Good review of all INFOhio resources for content areas

Reviews EBSCO resources for connections to professional journal articles

Learning Commons Thing #2, 4, 8, 20 cover topics that hinge on literacy across the curriculum.




# Learning Commons-Check out Things # 8, 20










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  - a.  Double click on a word in any level of **World Book Encyclopedia** to see how the dictionary works.
  - b.  Do a search for topics in the **Virtual Dictionary in Oxford Reference Online** for some of the over 6,000 color, labeled illustrations.
  - c.  Compare a search in the three levels of **World Book Encyclopedia**.
  - d.  Search for articles on the same topic in the four levels of **EBSCO All Database Search**.
  - e.  Do a search in any of the databases in **EBSCO All Database Search**, including **Primary Search**, and listen to the article read to you, which is possible in different speeds. The option for the audio is right at the top of the actual article, under the introductory article information.
  - f.  Do a search for a person in the **Biography Reference Bank** and choose the option to listen to the document in either a **video** or **audio**.
  - g.  Adjust the text size in an document.


Resources  
for  
differentiating  
instruction

**#20** Do You Access High Quality Materials for Your STEM Classroom? INFOhio Power User

Read Discover Go Beyond Respond Standards Credit/CEU

Before taking a look at the INFOhio resources for STEM take a look at the video explaining STEM and the need for STEM education from the President's **Educate to Innovate** site.

Ready to take the plunge into resources that will help you to get students excited about STEM? INFOhio has many STEM resources. In Thing 20 Discover you learn about the INFOhio resource, Science Online. You are also reintroduced to the EBSCOhost databases, in particular Academic Search Premier and Computer Source.



**Using Science Online**

Begin by watching the video about Science Online. (Click the arrow in the video box right above this module.)

Now dig into **Science Online**.

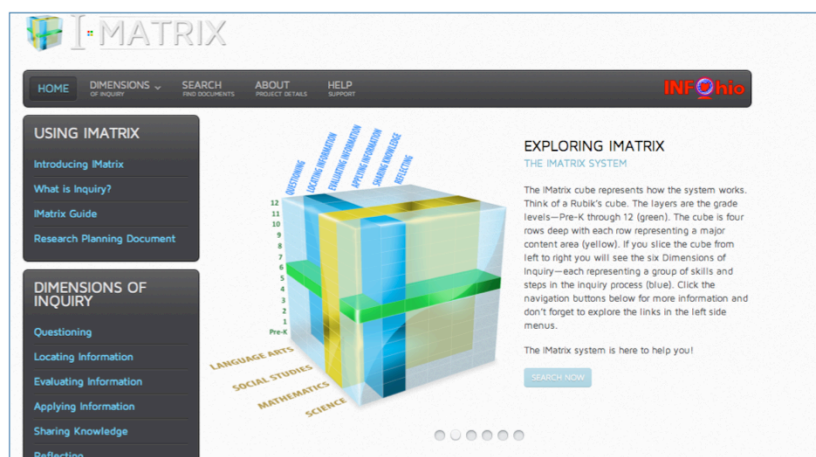
1. Go to **INFOhio**
2. Select the **Grades 6-8** button.
3. Click on the **Science Online** button. (You will need a username and password for home access to Science Online. Check with your school librarian.)
4. Choose Experiments from the list on the right hand side of the page
5. Under the heading, **Environmental Science**, select the term, **Recycling**, from the pull down list at the top of the page. You now have a list of relevant experiments.
6. Select the first choice, **How Environment-Friendly Is Your Home?** Notice that the next page provides an overview of the experiment, a citation and the ability to download a PDF copy of the instructions.
7. Next select the Suggested Search term **recycling** (found on the right side of the page). Your results will be divided into Topics and Terms; Experiment and Activities; Images and Videos; Biographies and News Articles. Your selection was culled from among 1,000 experiments, and 6,300 videos, images, animation or diagrams available through the Science Online database, part of the **EBSCOhost** in the **ed.databases** provided by our state legislators.

(Optional: Check out the **Getting Started Guide** for a document can be revised for use in your classroom.)

Specific  
resources for  
Science, Math  
and Technology

Learning Commons Thing #2, 4, 8, 20 cover topics that hinge on literacy across the curriculum.

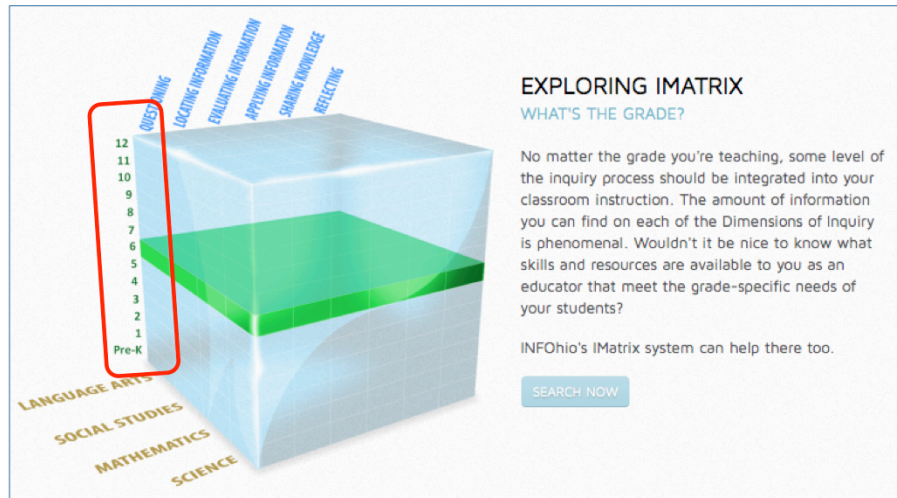
# IMatrix-[imatrix.infohio.org](http://imatrix.infohio.org)



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Keeping up with the changing standards? Are you confident about teaching your students the inquiry process? Wish you knew how to get started? Don't worry, you're not alone. Many educators are in your position and are looking for a quality solution. INFOhio's IMatrix system will help you understand inquiry and offer you a variety of materials for classroom instruction... and everything is directly tied to your standards. The IMatrix cube represents how the system works. The layers are the grade levels—Pre-K through 12 (green). The cube is four rows deep with each row representing a major content area (yellow). If you slice the cube from left to right you will see the six Dimensions of Inquiry—each representing a group of skills and steps in the inquiry process (blue).

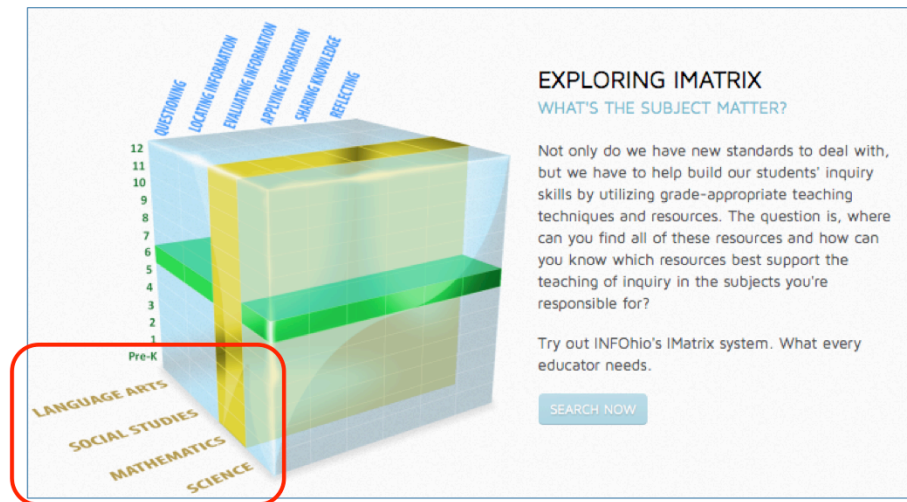
## IMatrix—What's the Grade?



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No matter the grade you're teaching, some level of the inquiry process should be integrated into your classroom instruction. The amount of information you can find on each of the Dimensions of Inquiry is phenomenal. Wouldn't it be nice to know what skills and resources are available to you as an educator that meet the grade-specific needs of your students?

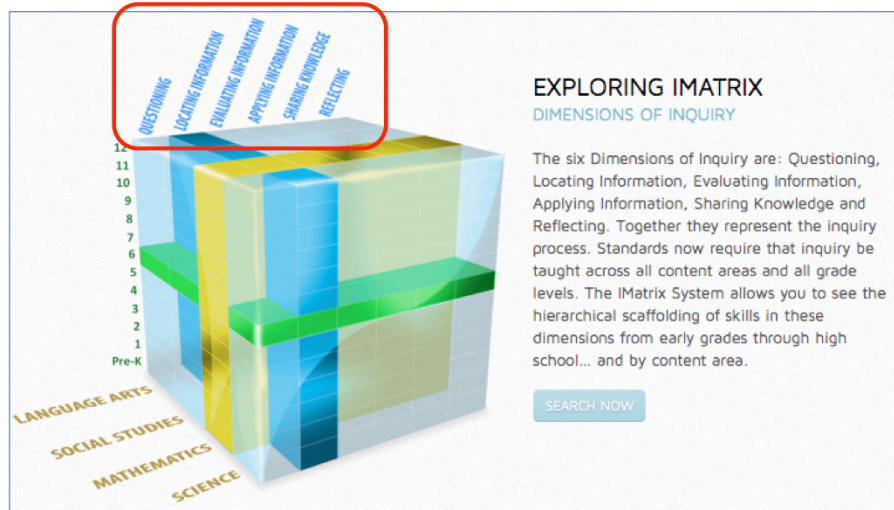
## IMatrix—What's the Subject Matter?



52

Not only do we have new standards to deal with, but we have to help build our students' inquiry skills by utilizing grade-appropriate teaching techniques and resources. The question is, where can you find all of these resources and how can you know which resources best support the teaching of inquiry in the subjects you're responsible for?

## IMatrix—Dimensions of Inquiry



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The six Dimensions of Inquiry are: Questioning, Locating Information, Evaluating Information, Applying Information, Sharing Knowledge and Reflecting. Together they represent the inquiry process. Standards now require that inquiry be taught across all content areas and all grade levels. The IMatrix System allows you to see the hierarchical scaffolding of skills in these dimensions from early grades through high school... and by content area.

# Dimensions of Inquiry

The six **Dimensions of Inquiry** were created through an environmental scan of various information inquiry models. From these models, the Dimensions of Inquiry were synthesized. The dimensions sometimes overlap or may cycle back to a previous dimension when a different direction is needed. Which of the Dimensions would you like to explore?



QUESTIONING



LOCATING INFORMATION



EVALUATING INFORMATION



APPLYING INFORMATION

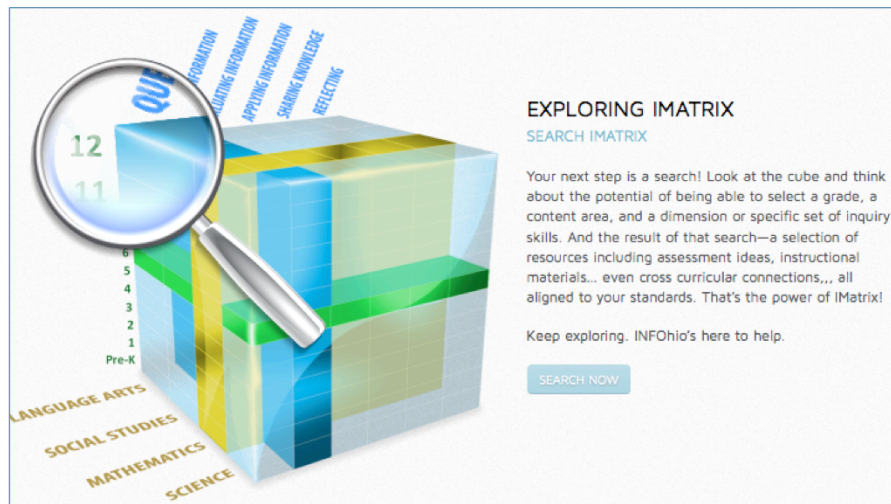


SHARING KNOWLEDGE



REFLECTING

# IMatrix—Searching IMatrix



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Your next step is a search! Look at the cube and think about the potential of being able to select a grade, a content area, and a dimension or specific set of inquiry skills. And the result of that search—a selection of resources including assessment ideas, instructional materials... even cross curricular connections,,, all aligned to your standards. That's the power of IMatrix!

Keep exploring. INFOhio's here to help.

## Imatrix-Two Ways to [Search](#)

The screenshot displays the IMatrix search interface. At the top, there is a navigation bar with links: HOME, DIMENSIONS OF INQUIRY, **SEARCH** (highlighted with a red circle), and ABOUT PROJECT DETAILS. Below this, there are two tabs: **Search by Block** (highlighted with a red rectangle) and Search by Standard. The Search by Block tab is active, showing three columns: GRADE LEVEL, SUBJECT, and DIMENSIONS OF INQUIRY. Each column contains a list of options with checkboxes. The Search by Standard tab is also visible, showing a similar layout but with a STANDARD column instead of DIMENSIONS OF INQUIRY. The STANDARD column contains a text input field and a button labeled SEARCH IMATRIX. The number 56 is visible in the bottom right corner of the interface.

GRADE LEVEL			SUBJECT	DIMENSIONS OF INQUIRY
<input type="checkbox"/> Pre-K	<input type="checkbox"/> 5th	<input type="checkbox"/> 9th	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Questioning
<input type="checkbox"/> 1st	<input type="checkbox"/> 6th	<input type="checkbox"/> 10th	<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Locating Information
<input type="checkbox"/> 2nd	<input type="checkbox"/> 7th	<input type="checkbox"/> 11th	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Evaluating Information
<input type="checkbox"/> 3rd	<input type="checkbox"/> 8th	<input type="checkbox"/> 12th	<input type="checkbox"/> Science	<input type="checkbox"/> Applying Information
<input type="checkbox"/> 4th				<input type="checkbox"/> Sharing Knowledge
				<input type="checkbox"/> Reflecting

GRADE LEVEL			SUBJECT	STANDARD
<input type="checkbox"/> Pre-K	<input type="checkbox"/> 5th	<input type="checkbox"/> 9th	<input type="checkbox"/> Mathematics	Enter the Standard Statement Number(s) below. Separate multiple numbers with commas. <input type="text"/>
<input type="checkbox"/> 1st	<input type="checkbox"/> 6th	<input type="checkbox"/> 10th	<input type="checkbox"/> English/Language Arts	
<input type="checkbox"/> 2nd	<input type="checkbox"/> 7th	<input type="checkbox"/> 11th	<input type="checkbox"/> Social Studies	
<input type="checkbox"/> 3rd	<input type="checkbox"/> 8th	<input type="checkbox"/> 12th	<input type="checkbox"/> Science	
<input type="checkbox"/> 4th				

Two types of search strategies are available in IMatrix. If you search by block, you will search selecting a grade level, subject and dimension of inquiry. If you search by the standard, you only need to put in the standard code that your looking for. This type of search is more narrow.



## To Search by Block

HOME DIMENSIONS OF INQUIRY **SEARCH RESOURCES** ABOUT PROJECT DETAILS INFOhio

Search by Block Search by Standard

GRADE LEVEL			SUBJECT	DIMENSIONS OF INQUIRY
<input type="checkbox"/> Pre-K	<input type="checkbox"/> 5th	<input type="checkbox"/> 9th	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Questioning
<input type="checkbox"/> 1st	<input checked="" type="checkbox"/> 6th	<input type="checkbox"/> 10th	<input checked="" type="checkbox"/> English/Language Arts	<input type="checkbox"/> Locating Information
<input type="checkbox"/> 2nd	<input type="checkbox"/> 7th	<input type="checkbox"/> 11th	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Evaluating Information
<input type="checkbox"/> 3rd	<input type="checkbox"/> 8th	<input type="checkbox"/> 12th	<input type="checkbox"/> Science	<input type="checkbox"/> Applying Information
<input type="checkbox"/> 4th				<input type="checkbox"/> Sharing Knowledge
				<input type="checkbox"/> Reflecting

SEARCH IMATRIX

Select:  
Grade Level,  
Subject and  
Dimension of  
Inquiry.

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Two types of search strategies are available in IMatrix. If you search by block, you will search selecting a grade level, subject and dimension of inquiry. If you search by the standard, you only need to put in the standard code that your looking for. This type of search is more narrow.

## To search by Standard Statement

Search by Standard

Enter the Standard Code

Search by Block    Search by Standard

GRADE LEVEL			SUBJECT	STANDARD
<input type="checkbox"/> Pre-K	<input type="checkbox"/> 5th	<input type="checkbox"/> 9th	<input type="checkbox"/> Mathematics	<p>Enter the Standard Statement Number(s) below. Separate multiple numbers with commas.</p> <input type="text" value="CC.6-8.R.H.2"/>
<input type="checkbox"/> 1st	<input type="checkbox"/> 6th	<input type="checkbox"/> 10th	<input type="checkbox"/> English/Language Arts	
<input type="checkbox"/> 2nd	<input type="checkbox"/> 7th	<input type="checkbox"/> 11th	<input type="checkbox"/> Social Studies	
<input type="checkbox"/> 3rd	<input type="checkbox"/> 8th	<input type="checkbox"/> 12th	<input type="checkbox"/> Science	
<input type="checkbox"/> 4th				


SEARCH IMATRIX

# Search Results


IMatrix has found 27 resources matching your request. Each resource is listed below. Click each resource to show/hide more details.

Viewing Documents 1 - 10

Use the arrows to see additional pages.

**English Language Arts , Grade(s): 6-8**  
Reading-Literacy in History / Social Studies / Key Ideas and Details  
**Standard Statement:** *Cite specific textual evidence to support analysis of primary and secondary sources.*  
**Code:** CC.6-8.R.H.1  
**Dimensions of Inquiry:** • Evaluating Information

SHOW / HIDE DETAILS

**English Language Arts , Grade(s): 6-8**  
Reading-Literacy in History / Social Studies / Key Ideas and Details  
**Standard Statement:** *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.* **Code:** CC.6-8.R.H.2  
**Dimensions of Inquiry:** • Evaluating Information • Reflecting

SHOW / HIDE DETAILS

Click to Show or Hide Details

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The Results tell you the number of resources found as well as gives you the ability to look further into the resources to see cross curricular connections, assessments and instructional resources.

# Details screen

Basic  
standard  
information

English Language Arts , Grade(s): 6-8  
Reading-Literacy in History / Social Studies / Key Ideas and Details  
Standard Statement: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Code: CC.6-8.R.H.2  
Dimensions of Inquiry: • [Evaluating Information](#) • [Reflecting](#)

**VIEW DOCUMENT**  [EMAIL](#) [PRINT](#)

ENGLISH LANGUAGE ARTS		DIMENSIONS
Grade:	6-8	
Strand:	Reading-Literacy in History / Social Studies	
Topic:	Key Ideas and Details	
Code:	CC.6-8.R.H.2	<ul style="list-style-type: none"> <li><a href="#">Evaluating Information</a></li> <li><a href="#">Reflecting</a></li> </ul>
<b>Standard Statement:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		

**CROSS CURRICULAR CONNECTIONS**

- [CC.6.R.I.2](#) - Determine a central idea of a text and how it is related to the text's overall meaning and purpose.
- [CC.6.R.L.2](#) - Determine a theme or central idea of a text and analyze its development over the course of the text.
- [CC.6-8.R.ST.2](#) - Determine the central ideas or conclusions of a text; analyze how specific details within the text relate to and support the main idea or thesis.

Shows  
Dimensions  
of Inquiry  
related to the  
standard

Cross Curricular  
Connections shows other  
related standards.  
Click on code to open links  
to those standards.

## More of detail screen

Assessment gives resource suggestions for standard assessments.

Instructional Strategies and Resources including INFOhio Electronic Resources

College and Career Anchor Standard

### ASSESSMENT

- Bloom's Taxonomy for creation of learning objectives & questions to assess critical thinking--([click here](#))
- Sample Assessment Guides for Nonfiction Learning - Social Studies: Main idea and summarize, etc.--([click here](#))
- Sample Document Analysis Worksheets--([click here](#))
- Sample Graphic Organizer for Critical Thinking - THE 6 C'S of Primary Source Analysis--([click here](#))
- Teacher's Guides and Analysis Tools - Analyzing Primary Sources--([click here](#))
- Thinking Like An Historian: Assessment Using Historical Documents--([click here](#))

### COLLEGE & CAREER READINESS

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### INSTRUCTIONAL STRATEGIES AND RESOURCES

- English/Language Arts Model Curriculum, Ohio Department of Education - (Scroll down to find the Model Curriculum by grade level.) ([click here](#))
- Teaching Rhetorical Analysis to Promote Transfer of Learning, INFOhio, EBSCO. Click on link to PDF Full Text--([click here](#))
- Evaluate Your Sources ,INFOhio, World Book. May need INFOhio login to access. Be sure to click on "Next" at bottom of page. ([click here](#))
- Researching, INFOhio, Discovery Portal. ([click here](#))
- Greece County (NY) School District, Scaffolding Students' Interactions with Text ([click here](#))
- Primary vs Secondary Sources. BMCC Library([click here](#))
- Primary Source Documents. World Book, INFOhio. May need INFOhio login to access. ([click here](#))
- Choose the Best Search for Your Information Needs, NoodleTools., ([click here](#))
- Citation Builder, INFOhio, World Book. ([click here](#))
- Thing #15-- It's Not Your Mother's Encyclopedial Are You Aware of the New World Book Tools for 21st Century Skills? INFOhio Power User, INFOhio Learning Commons. Will need to join the Learning Commons-- ([click here](#))
- Summarizing and Notetaking Module 2, INFOhio Learning Skills, INFOhio Learning Commons--([click here](#))
- Act: How do I find valid information and How do I decide what information will answer my question, Go! INFOhio: Ask, Act, Achieve, ([click here](#))

## INFOhio Literacy Across the Curriculum Resources



These resources all can contribute to literacy across the curriculum.