FOSIL Priority Skills for IB MYP
Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

Inquiry Stage — Skill sets — Year 7-9 (Grade 6-8)

Connect
- **Interest and Prior Knowledge**: States and verifies what is known about the problem or question and makes connections to prior knowledge
- **Background and Key Words**: Identifies key words and ideas that appear in background information and class conversation
- **Topic**: Revises the topic as needed to arrive at a manageable topic for a given research situation

Wonder
- **Questions and Predicted Answers**:
  - Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry
  - Writes questions that would lead to an inquiry independently based on key ideas or areas of focus
  - Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)
- **Thesis and Hypothesis**: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis

Investigate
- **Sources**:
  - Begins to use selected search engines to find appropriate information
  - Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves
  - Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars)
  - Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources
  - Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness
  - Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information
- **Evidence**:
  - Selects information from multiple sources that answers the research questions
  - Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy
  - Fact checks and verifies all information communicated through websites and social media
  - Evaluates the accuracy, authority, validity, perspective, and bias of sources and information
  - Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information
  - Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details
  - Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, whyother information is left out)
  - Recognizes that own point of view influences the interpretation of information
- **Making Sense of Information & Notetaking**:
  - Differentiates between important and unimportant details
  - Uses both facts and opinions responsibly by identifying and verifying them
  - Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source
  - Identifies misconceptions and revises ideas as new information is gained
  - Provides evidence for logical inferences based on both the explicit and implicit meaning of text
  - Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)
  - Employs reflective notetaking strategies to captureown thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted

Construct
- **Organization of Gathered Information**: Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion
- **Interpretations and Conclusions**:
  - Interprets information and ideas by defining, classifying, and inferring
  - Combines information and weighs evidence to draw conclusions and create meaning
  - Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning

Express
- **Organization for Expression**: Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims
- **Product and Presentation**:
  - Presents conclusions and supporting facts in a variety of ways
  - Creates products for authentic reasons and audiences
  - Cites all sources used according to local style formats

Reflect
- **Assessment of Learning Experience**: Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry
- **Assessment of Personal Strengths**:
  - Reflects on own emotional and intellectual experience through the process of inquiry
  - Identifies own strengths (academic, social, and emotional) and sets goals for improvement