Information Literacy Scope & Sequence

Define

Define

In this stage students formulate questions and clarify the requirements of the problem, question or task. This is the first step in the Information Literacy Cycle. As a result of new learnings and understandings, this phase is constantly revisited during the entire process to refine and redefine the problem as students seek further clarification.

<u>Students may ask:</u>
. What do I really need to find out?
. What is my purpose?
. What are the key words and ideas?
. What do I need to do?

<u>ATLs:</u>
Research Skills - formulating questions, planning, organising data
Thinking Skills - analysis
Communication Skills - listening, speaking, writing
Self Management Skills - organisation, informed choices

Phase 1

K1

Learning outcomes

share prior knowledge and experiences about a given topic.

formulate simple questions relevant to the topic, such as "I wonder".

identify one or two key words about a topic/problem/question with guidance.

sort information and justify reasoning.

recognise that questions can be answered by finding information.

identify own personal interests and asks questions.

Phase 2

Year 2

Learning outcomes

brainstorm prior knowledge and key ideas about a given topic using teacher-modelled graphic organiser.

develop focus questions about the topic with teacher assistance and examples.

identify several key words about a topic/problem/question.

categorise information into lists/groups using teacher-modelled examples (written or graphic).

begin to identify focus questions about the main idea and work with teachers to develop a research plan.

identify area of own personal interest, connecting ideas to own experiences.

Phase 3

Year 4

Learning outcomes

brainstorm prior knowledge and key ideas about a given topic using teacher-modelled or independently selected graphic organiser.

form a variety of focus questions about the topic, in groups and independently.

identify keywords and ideas to formulate questions to drive inquiry, with guidance.

categorise/group written and/or graphic information into lists.

create focus questions and hypothesis in order to develop a research plan with guidance.

identify and pursue areas of passion and interest.

Phase 4

Year 6

Learning outcomes

brainstorm prior knowledge and key ideas using a relevant graphic organiser, about a given topic.

form a variety of focus questions about the topic in groups and independently, asking questions to clarify idea/topic or details.

identify keywords and ideas to formulate questions to drive inquiry.

uses various organisational tools for making connections amongst ideas.

independently formulate focus questions to develop a research plan.

identify and pursues personal interests by reading widely in diverse formats and media.

Locate

Locate

In this phase students identify potential sources of information and locate and access a variety of resources using multiple formats.

Students may ask:
.Where can I find the information I need?
.What do I already know?
.What do I need to find out?
.What sources can I use?

ATLs:
Research skills - observing, interpreting data, collecting data
Thinking skills - acquisition of knowledge, comprehension
Communication skills - reading
Self Management skills - organisation

Phase 1

K1

Learning outcomes

recognise how books are organized.

distinguish between fiction and non fiction.

understand the organizational structure of books.

understand that different parts of the library have different types of books.

are exposed to both primary (people, objects) and secondary (books, pictures) sources.

begin to use secondary sources to find answers to questions.

begin to identify different sources of information (eBooks, websites, books).

can locate sources with guidance and can use simple scanning techniques involving cover and illustrations.

Phase 2

Year 2

Learning outcomes

use alphabetical order to locate fictional texts.

recognise that nonfiction resources are organized in categories.

identify and use the organizational structure of a nonfiction book to locate information (index, glossary, table of contents etc).

can conduct a simple search to locate resources with guidance.

develop an understanding of the uses of both primary and secondary sources.

identify and use secondary sources of information.

understand what a search is and can construct a search using keywords.

use given criteria to select reading materials with help (ie; 5 finger rule).

Phase 3

Year 4

Learning outcomes

can locate fiction and nonfiction books on the library shelf.

understand the rationale behind the classification system and can locate resources with assistance.

begin to determine relevant information and use an index, glossary, table of contents, etc to locate specific information.

can search the library system independently to locate resources.

understand the difference between primary and secondary sources and locates both types for specific purposes.

identify an increased range of primary & secondary sources and use them to conduct research (experts, internet, books, magazines).

use search strategies to find information from a variety of media sources and utilise selected search engines to find appropriate information.

use skimming and scanning techniques to select materials with guidance .

Phase 4

Year 6

Learning outcomes

can locate and return fiction and nonfiction books to the shelf.

understands how information is organised and can locate resources independently.

determine relevant information and use an index, glossary and table of contents etc. to locate specific information independently.

select best potential resources that are understandable, relevant, valid and current.

understand the usefulness of both primary and secondary sources and can explain the importance of both types.

identify wide range of secondary sources, use them to conduct research and use techniques to select relevant material.

independently find information from a variety of media sources, select appropriate keywords and navigational features to find relevant information in a website and in print.

use skimming and scanning techniques to select materials independently.

Select

Select

In this stage students select, analyse and reject information appropriate to the problem, question or task from the located resources.

Students may ask:
.What information do I really need to use?
.How relevant is the information I have found?
.How credible is the information I have found?
.How will I record the information I need?
.What information can I leave out?

ATLs:
Research skills - planning, organising data
Self-management skills - informed choices
Thinking Skills - analyse, evaluate

Phase 1

K1

Learning outcomes

can identify real and not real. identify relevant information with support.

select sources related to interest and relevance.

recognise facts.

recognise when one fact conflicts with another.

find facts and record findings orally or pictorially.

use pictorial notes and graphic organisers to collect information.

interprets diagrams and illustrations.

For further information see Language Scope and Sequence (Viewing and Presenting).

Phase 2

Year 2

Learning outcomes

question whether information is true, false, useful or distracting.
identify relevant information.

select relevant, understandable information.

identify keywords and facts.

explain how one fact conflicts with another.

find facts and briefly summarises them through words or pictures.

use simple note taking strategies such as, dot & jot, trash or treasure and graphic organisers.

interprets diagrams and illustrations.

For further information see Language Scope and Sequence (Viewing and Presenting).

Phase 3

Year 4

Learning outcomes

analyse sources according to an established criteria; ie accurate, current, fair, relevant, credible.

select relevant, understandable and current information.

determine some important details.

recognise when one source conflicts with another.

summarise information that answers research questions.

use various note taking strategies such as highlighting, underlining and graphic organisers.

interprets diagrams and illustrations.

For further information see Language Scope and Sequence (Viewing and Presenting).

Phase 3

Year 4

Phase 4

Year 6

Learning outcomes

analyse sources to determine perspective, the manipulation of information, bias and motive.

select and interpret current information appropriate to purpose.

differentiate between important and unimportant details.

seek additional information when conflicting information is found.

paraphrase and summarise information.

use various note taking strategies such as graphic organisers, and is able to reflect on the information collected.

interprets diagrams and illustrations.

For further information see Language Scope and Sequence (Viewing and Presenting).

Organise

Organise
In this phase students critically analyse and organise the gathered information, synthesising new learnings incorporating prior knowledge and developing original solutions to a problem, question or task.

Students may ask:
.How can I best use this information?
.Do I need to use all this information?
.How can I best combine information from different sources?

ATLs:
Thinking Skills: comprehension, analysis, synthesis
Self-Management Skills: organization,
Communication Skills: writing, viewing, presenting
Research Skills: collecting data, recording data, organizing data
Social Skills: cooperating, group decision making

Phase 1

K1

Learning outcomes

summarise facts orally or through writing or drawing.

identify the main ideas in a story.
sort and categorise information graphically.

state where information came from in simple terms e.g. book, person.

differentiate between fiction and non-fiction sections of the library.
recognise that nonfiction resources in the library are organized by categories.
explain what an author is and what an illustrator is.

organises oral/pictorial/written information in sequence

identifies patterns and relationships, with guidance.

begin to use organisational features of electronic devices e.g. icons, tabs.

Phase 2

Year 2

Learning outcomes

find facts and summarise them in writing or drawing (visual notes, keywords).
use simple note taking strategies as demonstrated by the TL or teacher (copy words and phrases, bullet points, template).

organise information using simple graphs, lists or pictograms.
create timelines.

start to recognise the difference between copying and using information for a new purpose
begin to list information sources.

begin to use contents and index pages of non-fiction books, using keywords to locate needed information.
recognise that fiction and picture books are organized by the author's last name in A-B-C order.

use simple organisational features of texts to sort information e.g headings, index, tabs, hyperlinks

use a teacher provided tool to group information using patterns and relationships

begin to organise information on electronic devices e.g. favourites, bookmarks, folders.

Phase 3

Year 4

Learning outcomes

use note-taking techniques (graphic organizers, bullet points, templates).
paraphrase or summarise information that answers research questions.

sort information by questions.
use graphic organisers to track and compare changes in understanding and ideas during an inquiry.
organise information using teacher provided tools.

record information sources in a simplified format (agreed by the school).

develop an understanding of how information is organised e.g. alphabetically, genre, Dewey Decimal, thematically.
can locate resources with teacher support.

sort information by questions and importance.
make judgments and draw conclusions, beginning to develop own opinions.

use common organizational patterns (chronological order, main idea with support details) to organize information.

mark websites with bookmarks and organise bookmarks into folders, with some guidance.

Phase 4

 Year 6

Learning outcomes

justify the use of various note-taking techniques, bullet points, lists, highlighting, underlining, graphic organizers) depending on purpose and preference.
sort information by questions and integrate with prior knowledge (outlining, webbing).

select and use software to record and organise information.
paraphrase or summarize information.

record information sources in an approved citation format (agreed by the school) and understand its importance

sort information into primary and secondary sources.
understand how information is organised and can locate resources with limited support.

organise using commonalities, trends, inconsistencies, or missing information.

organises ideas and information logically, depending on the purpose and audience.

mark websites with bookmarks and start to organise bookmarks into folders using social bookmarking sites, with guidance.

Present

Present

In this phase students create an original response to the problem, question or task, presenting the solution to an appropriate audience.

Students may ask:
.How can I present this information?
.Who will I share this with?
.What is the best way to present what I have done?

ATLs:
Research skills - planning, interpreting data, presenting research findings
Thinking skills - application, synthesis, dialectical thought
Communication skills - speaking, writing, non-verbal communication
Self-management - organisation, time management

Phase 1

K1

Learning outcomes

begin to understand the concept of audience.

are exposed to a range of presentation tools.

begin to make changes based on feedback, with guidance.

presents information in oral, written and visual ways which demonstrates understanding.

use presentation tools with support and guidance.

informally share work.

begin to select and incorporate colours, shapes, symbols, and images into multimodal texts.

begin to be aware of the use of visual effects to create a particular impact, such as colour, line, shape, and size.

listen to terminology associated with multimodal texts and understand terms such as colour, shape, size.

Phase 2

Year 2

Learning outcomes

use information appropriate to the task and audience with some guidance.

select, with guidance, an appropriate format for presenting, suitable to purpose and audience.

draft the presentation and complete the final product.

present information sequentially to demonstrate understanding.

use presentation tools chosen by the teacher.

collaborate with partners and small groups to share information.

select and use suitable colours, symbols, fonts and layout for multimodal texts.

understand that effects have been selected and arranged to achieve a certain impact (colour, lighting, music, movement).

begin to use appropriate terminology to discuss multimodal texts (logos, font, foreground, background, impact).

Phase 3

Year 4

Learning outcomes

use information appropriate to the task and audience.

independently select appropriate format for presentation, suitable to purpose and audience.

create first draft, edit and complete final product.

organise ideas and information logically/sequentially.

independently use a range of multimodal texts to communicate meaning.

deliver presentation with confidence and competence.

become aware of different techniques that can be used in multimodal texts and explains how the desired effect is achieved.

understand how to contribute to impact and meaning through the use of effects (facial expressions, speech bubbles, sound, images).

discuss and explain visual images and effects using appropriate terminology (images, symbol, graphics, balance, techniques, composition).

Phase 4

Year 6

Learning outcomes

use information appropriate to the task and intend to impact an audience.

independently select an appropriate presentation format and is able to justify choice.

create first draft, gather feedback, edit and complete final product.

create presentation which exhibits synthesis of information and demonstrates new understandings.

use a range of multimodal texts to communicate and enhance understanding.

deliver presentations with confidence and competence, reflecting on areas of strength and weakness.

design multimodal texts with the intention of influencing the way people think and feel.

explain how visuals and written information work together to reinforce each other and make meaning more explicit.

use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness (mood, media, proportion, juxtaposition).

Evaluate

Evaluate

In this phase students evaluate sources of information and are able to make meaningful reflections on their learning and adapt to future learning processes. Students critically evaluate the effectiveness of their ability to complete the requirements of the task, and identify future learning needs.

Students may ask:
.What did I learn from this?
.Did I fulfill my purpose?
.How did I go with each step of the information process?
.Where do I go from here?

ATLs:
Communication Skills - viewing
Self-Management Skills - informed choices
Research Skills - interpreting data
Thinking Skills - evaluation

Phase 1

K1

Learning outcomes

identify own involvement with the task and begin to reflect on next steps.

develop the concept of giving and receiving feedback when working with a partner.

begin to reflect on how well they worked through the entire process, not only the presentation.

begin to use teacher-created criteria (rubric) for student-created work.

Phase 2

Year 2

Learning outcomes

identify strengths and weaknesses and can share this with others.

reflect on the commitment to group tasks and identify areas for improvement.

reflect on steps in information literacy process cycle.

use teacher-created criteria (rubric) for student-created work.

Phase 3

Year 4

Learning outcomes

begin to use a variety of evaluative strategies, using modelled examples, to assess and review learning.

acknowledge group achievement and identify areas for group work improvement.

reflect on steps in information literacy process cycle.

begin to co-construct rubric for self and group evaluation and understanding.

Phase 4

Year 6

Learning outcomes

use a variety of evaluative strategies, using modelled examples, to assess and review learning strengths and weaknesses eg. learning logs, reflective journals etc.

acknowledge and celebrate group skills and achievements and identify areas for improvement and future learning.

reflect on moving through the information literacy process and identify areas for personal improvement.

participate in establishing assessment criteria for student-created work.