

# Information Literacy Scope & Sequence

## Define

### 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.

## Locate

### 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.

## Select

### 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).

## Organise

### 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.

## Present

### 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.

## Evaluate

### 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.