

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.

Students may ask:

- . 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?

ATLs:

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.

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.

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).

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.

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.

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.