

# Information Literacy Scope & Sequence

## Define

### 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.

## Locate

### 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).

## Select

## 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).

## Organise

### 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.

## Present

## 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).

## Evaluate

### 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.