

# 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 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

### 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 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

### 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 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

### 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 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

### 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 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

### 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 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.