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 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.

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 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 .

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 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).

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 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.

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 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).

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 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.