

# Information Literacy Scope & Sequence

## Define

### 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

### 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

## 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

### 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

### 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

### 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.