

# ESF Information Literacy Skills Continuum

	Phase 1		Phase 2		Phase 3		Phase 4	
	K1	K2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Define</b>	<p>Learners share prior knowledge and experiences about a given topic.</p> <p>Learners formulate simple questions relevant to the topic, such as “I wonder”.</p> <p>Learners identify one or two key words about a topic/ problem/ question with guidance.</p> <p>Learners sort information and justify reasoning.</p> <p>Learners recognise that questions can be answered by finding information.</p> <p>Learners identify own personal interests and asks questions.</p>		<p>Learners brainstorm prior knowledge and key ideas about a given topic using teacher-modelled graphic organiser.</p> <p>Learners develop focus questions about the topic with teacher assistance and examples.</p> <p>Learners identify several key words about a topic/ problem/ question.</p> <p>Learners categorise information into lists/groups using teacher-modelled examples (written or graphic).</p> <p>Learners begin to identify focus questions about the main idea and work with teachers to develop a research plan.</p> <p>Learners identify area of own personal interest, connecting ideas to own experiences.</p>		<p>Learners brainstorm prior knowledge and key ideas about a given topic using teacher-modelled or independently selected graphic organiser.</p> <p>Learners form a variety of focus questions about the topic, in groups and independently.</p> <p>Learners identify keywords and ideas to formulate questions to drive inquiry, with guidance.</p> <p>Learners categorise/group written and/or graphic information into lists.</p> <p>Learners create focus questions and hypothesis in order to develop a research plan with guidance.</p> <p>Learners identify and pursue areas of passion and interest.</p>		<p>Learners brainstorm prior knowledge and key ideas using a relevant graphic organiser, about a given topic.</p> <p>Learners form a variety of focus questions about the topic in groups and independently, asking questions to clarify idea/topic or details.</p> <p>Learners identify keywords and ideas to formulate questions to drive inquiry.</p> <p>Learners uses various organizational tools for making connections amongst ideas.</p> <p>Learners independently formulate focus questions to develop a research plan.</p> <p>Learners identify and pursues personal interests by reading widely in diverse formats and media.</p>	
<b>Locate</b>	<p>Learners recognise how books are organized.</p> <p>Learners distinguish between fiction and nonfiction.</p> <p>Learners understand the organizational structure of books.</p> <p>Learners understand that different parts of the library have different types of books.</p>		<p>Learners use alphabetical order to locate fictional texts.</p> <p>Learners recognise that nonfiction resources are organized in categories.</p> <p>Learners identify and use the organizational structure of a nonfiction book to locate information (index, glossary, table of contents etc).</p> <p>Learners can conduct a simple search to locate resources with guidance.</p>		<p>Learners can locate fiction and nonfiction books on the library shelf.</p> <p>Learners understand the rationale behind the classification system and can locate resources with assistance.</p> <p>Learners begin to determine relevant information and use an index, glossary, table of contents, etc to locate specific information.</p>		<p>Learners can locate and return fiction and nonfiction books to the shelf.</p> <p>Learners understands how information is organised and can locate resources independently.</p> <p>Learners determine relevant information and use an index, glossary and table of contents etc. to locate specific information independently.</p>	

		Phase 1		Phase 2		Phase 3		Phase 4	
		K1	K2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Learners are exposed to both primary (people, objects) and secondary (books, pictures) sources.</p> <p>Learners begin to use secondary sources to find answers to questions.</p> <p>Learners begin to identify different sources of information (eBooks, websites, books).</p> <p>Learners can locate sources with guidance and can use simple scanning techniques involving cover and illustrations.</p>		<p>Learners develop an understanding of the uses of both primary and secondary sources.</p> <p>Learners identify and use secondary sources of information.</p> <p>Learners understand what a search is and can construct a search using keywords.</p> <p>Learners use given criteria to select reading materials with help (ie; 5 finger rule).</p>		<p>Learners can search the library system independently to locate resources.</p> <p>Learners understand the difference between primary and secondary sources and locates both types for specific purposes.</p> <p>Learners identify an increased range of secondary sources and use them to conduct research (internet, books, magazines).</p> <p>Learners use search strategies to find information from a variety of media sources and utilise selected search engines to find appropriate information.</p> <p>Learners use skimming and scanning techniques to select materials with guidance.</p>		<p>Learners select best potential resources that are understandable, relevant, valid and current.</p> <p>Learners understand the usefulness of both primary and secondary sources and can explain the importance of both types.</p> <p>Learners identify wide range of secondary sources, use them to conduct research and use techniques to select relevant material.</p> <p>Learners independently find information from a variety of media sources, select appropriate keywords and navigational features to find relevant information in a website and in print.</p> <p>Learners use skimming and scanning techniques to select materials independently.</p>	
<b>Select</b>		<p>Learners can identify real and not real.</p> <p>Learners identify relevant information with support.</p> <p>Learners select sources related to interest and relevance.</p> <p>Learners recognise facts.</p> <p>Learners recognise when one fact conflicts with another.</p> <p>Learners find facts and record findings orally or pictorially.</p>		<p>Learners question whether information is true, false, useful or distracting.</p> <p>Learners identify relevant information.</p> <p>Learners select relevant, understandable information.</p> <p>Learners identify keywords and facts.</p> <p>Learners explain how one fact conflicts with another.</p> <p>Learners find facts and briefly summarises them through words or pictures.</p>		<p>Learners analyse sources according to an established criteria; ie accurate, current, fair, relevant, credible.</p> <p>Learners select relevant, understandable and current information.</p> <p>Learners determine some important details.</p> <p>Learners recognise when one source conflicts with another.</p> <p>Learners summarise information that answers research questions.</p>		<p>Learners analyse sources to determine perspective, the manipulation of information, bias and motive.</p> <p>Learners select and interpret current information appropriate to purpose.</p> <p>Learners differentiate between important and unimportant details.</p> <p>Learners seek additional information when conflicting information is found.</p> <p>Learners paraphrase and summarise information.</p>	

	Phase 1		Phase 2		Phase 3		Phase 4	
	K1	K2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Learners use pictorial notes and graphic organisers to collect information.  Learners interprets diagrams and illustrations.  For further information see Language Scope and Sequence (Viewing and Presenting).		Learners use simple note taking strategies such as, dot & jot, trash or treasure and graphic organisers.  Learners interprets diagrams and illustrations.  For further information see Language Scope and Sequence (Viewing and Presenting).		Learners use various note taking strategies such as highlighting, underlining and graphic organisers.  Learners interprets diagrams and illustrations.  For further information see Language Scope and Sequence (Viewing and Presenting).		Learners use various note taking strategies such as graphic organisers, and is able to reflect on the information collected.  Learners interprets diagrams and illustrations.  For further information see Language Scope and Sequence (Viewing and Presenting).	
<b>Organise</b>	Learners summarise facts orally or through writing or drawing.  Learners identify the main ideas in a story.  Learners sort and categorise information graphically.  Learners state where information came from in simple terms e.g. book, person.  Learners differentiate between fiction and non-fiction sections of the library.  Learners recognise that nonfiction resources in the library are organized by categories.  Learners explain what an author is and what an illustrator is.  Learners organises oral/pictorial/written information in sequence  Learners identifies patterns and relationships, with guidance.		Learners find facts and summarise them in writing or drawing (visual notes, keywords).  Learners use simple note taking strategies as demonstrated by the TL or teacher (copy words and phrases, bullet points, template).  Learners organise information using simple graphs, lists or pictograms.  Learners create timelines.  Learners start to recognise the difference between copying and using information for a new purpose.  Learners begin to list information sources.  Learners begin to use contents and index pages of non-fiction books, using keywords to locate needed information.  Learners recognise that fiction and picture books are organized by the author's last name in A-B-C order.		Learners use note-taking techniques (graphic organizers, bullet points, templates).  Learners paraphrase or summarise information that answers research questions.  Learners sort information by questions.  Learners use graphic organisers to track and compare changes in understanding and ideas during an inquiry.  Learners organise information using teacher provided tools.  Learners record information sources in a simplified format (agreed by the school).  Learners develop an understanding of how information is organised e.g. alphabetically, genre, Dewey Decimal, thematically.  Learners can locate resources with teacher support.		Learners justify the use of various note-taking techniques, bullet points, lists, highlighting, underlining, graphic organizers) depending on purpose and preference.  Learners sort information by questions and integrate with prior knowledge (outlining, webbing).  Learners select and use software to record and organise information.  Learners paraphrase or summarize information.  Learners record information sources in an approved citation format (agreed by the school) and understand its importance  Learners sort information into primary and secondary sources.  Learners understand how information is organised and can locate resources with limited support.	

Phase 1		Phase 2		Phase 3		Phase 4	
K1	K2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Learners begin to use organisational features of electronic devices e.g. icons, tabs.	Learners use simple organisational features of texts to sort information e.g. headings, index, tabs, hyperlinks  Learners use a teacher provided tool to group information using patterns and relationships  Learners begin to organise information on electronic devices e.g. favourites, bookmarks, folders.	Learners use information appropriate to the task and audience with some guidance.  Learners select, with guidance, an appropriate format for presenting, suitable to purpose and audience.  Learners draft the presentation and complete the final product.  Learners present information sequentially to demonstrate understanding.  Learners use presentation tools chosen by the teacher.  Learners collaborate with partners and small groups to share information.  Learners select and use suitable colours, symbols, fonts and layout for multimodal texts.	Learners sort information by questions and importance.  Learners make judgments and draw conclusions, beginning to develop own opinions.  Learners use common organizational patterns (chronological order, main idea with support details) to organize information.  Learners mark websites with bookmarks and organise bookmarks into folders, with some guidance.	Learners use information appropriate to the task and audience.  Learners independently select appropriate format for presentation, suitable to purpose and audience.  Learners create first draft, edit and complete final product.  Learners organise ideas and information logically/sequentially.  Learners independently use a range of multimodal texts to communicate meaning.  Learners deliver presentation with confidence and competence.  Learners become aware of different techniques that can be used in multimodal texts and explains how the desired effect is achieved.	Learners organise using commonalities, trends, inconsistencies, or missing information.  Learners organises ideas and information logically, depending on the purpose and audience.  Learners mark websites with bookmarks and start to organise bookmarks into folders using social bookmarking sites, with guidance.
<b>Present</b>		Learners begin to understand the concept of audience.  Learners are exposed to a range of presentation tools.  Learners begin to make changes based on feedback, with guidance.  Learners presents information in oral, written and visual ways which demonstrates understanding.  Learners use presentation tools with support and guidance.  Learners informally share work.  Learners begin to select and incorporate colours, shapes, symbols, and images into multimodal texts.  Learners begin to be aware of the use of visual effects to create a particular					

	Phase 1		Phase 2		Phase 3		Phase 4	
	K1	K2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>impact, such as colour, line, shape, and size.</p> <p>Learners listen to terminology associated with multimodal texts and understand terms such as colour, shape, size.</p> <p>For further information see Language Scope and Sequence (Viewing and Presenting).</p>		<p>Learners understand that effects have been selected and arranged to achieve a certain impact (colour, lighting, music, movement).</p> <p>Learners begin to use appropriate terminology to discuss multimodal texts (logos, font, foreground, background, impact).</p> <p>For further information see Language Scope and Sequence (Viewing and Presenting).</p>	<p>Learners understand how to contribute to impact and meaning through the use of effects (facial expressions, speech bubbles, sound, images).</p> <p>Learners discuss and explain visual images and effects using appropriate terminology (images, symbol, graphics, balance, techniques, and composition).</p> <p>For further information see Language Scope and Sequence (Viewing and Presenting).</p>	<p>Learners design multimodal texts with the intention of influencing the way people think and feel.</p> <p>Learners explain how visuals and written information work together to reinforce each other and make meaning more explicit.</p> <p>Learners use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness (mood, media, proportion, juxtaposition).</p> <p>For further information see Language Scope and Sequence (Viewing and Presenting).</p>			
<b>Evaluate</b>	<p>Learners identify own involvement with the task and begin to reflect on next steps.</p> <p>Learners develop the concept of giving and receiving feedback when working with a partner.</p> <p>Learners begin to reflect on how well they worked through the entire process, not only the presentation.</p> <p>Learners begin to use teacher-created criteria (rubric) for student-created work.</p>		<p>Learners identify strengths and weaknesses and can share this with others.</p> <p>Learners reflect on the commitment to group tasks and identify areas for improvement.</p> <p>Learners reflect on steps in information literacy process cycle.</p> <p>Learners use teacher-created criteria (rubric) for student-created work.</p>	<p>Learners begin to use a variety of evaluative strategies, using modelled examples, to assess and review learning.</p> <p>Learners acknowledge group achievement and identify areas for group work improvement.</p> <p>Learners reflect on steps in information literacy process cycle.</p> <p>Learners begin to co-construct rubric for self and group evaluation and understanding.</p>	<p>Learners use a variety of evaluative strategies, using modelled examples, to assess and review learning strengths and weaknesses eg. learning logs, reflective journals etc.</p> <p>Learners acknowledge and celebrate group skills and achievements and identify areas for improvement and future learning.</p> <p>Learners reflect on moving through the information literacy process and identify areas for personal improvement.</p> <p>Learners participate in establishing assessment criteria for student-created work.</p>			