

# 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>   |        |

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|               |  | <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>   |        |

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

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|                |    | 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<br><br>Learners use a teacher provided tool to group information using patterns and relationships<br><br>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.<br><br>Learners select, with guidance, an appropriate format for presenting, suitable to purpose and audience.<br><br>Learners draft the presentation and complete the final product.<br><br>Learners present information sequentially to demonstrate understanding.<br><br>Learners use presentation tools chosen by the teacher.<br><br>Learners collaborate with partners and small groups to share information.<br><br>Learners select and use suitable colours, symbols, fonts and layout for multimodal texts. | Learners sort information by questions and importance.<br><br>Learners make judgments and draw conclusions, beginning to develop own opinions.<br><br>Learners use common organizational patterns (chronological order, main idea with support details) to organize information.<br><br>Learners mark websites with bookmarks and organise bookmarks into folders, with some guidance. | Learners use information appropriate to the task and audience.<br><br>Learners independently select appropriate format for presentation, suitable to purpose and audience.<br><br>Learners create first draft, edit and complete final product.<br><br>Learners organise ideas and information logically/sequentially.<br><br>Learners independently use a range of multimodal texts to communicate meaning.<br><br>Learners deliver presentation with confidence and competence.<br><br>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.<br><br>Learners organises ideas and information logically, depending on the purpose and audience.<br><br>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.<br><br>Learners are exposed to a range of presentation tools.<br><br>Learners begin to make changes based on feedback, with guidance.<br><br>Learners presents information in oral, written and visual ways which demonstrates understanding.<br><br>Learners use presentation tools with support and guidance.<br><br>Learners informally share work.<br><br>Learners begin to select and incorporate colours, shapes, symbols, and images into multimodal texts.<br><br>Learners begin to be aware of the use of visual effects to create a particular |  |  |  |  |  |

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|                 | <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> |        |