

GR. K-8 INFORMATION LITERACY CONTINUUM

1. Focus, Question, Plan

Through planned, age-appropriate learning activities the student will...

	K	1	2	3	4	5	6	7	8
research using a given purpose or topic	●	●	▲	▲	■	■	■	■	■
use questions to guide research	●	●	●	▲	▲	▲	▲	■	■
distinguish between questions and statements		●	●	▲	▲	■	■	■	■
brainstorm for prior knowledge and vocabulary to explore thoughts and feelings and to develop questions	●	●	▲	▲	▲	■	■	■	■
use graphic organizers to organize questions		●	●	▲	▲	▲	▲	▲	▲
identify the audience	●	●	▲	▲	▲	▲	▲	■	■
determine a format for a given end product	●	●	▲	▲	▲	▲	▲	■	■
help develop criteria for assessment	●	●	●	▲	▲	▲	▲	▲	▲
use a time management plan to meet deadlines				●	●	▲	▲	▲	▲
narrow and broaden focus as necessary				●	●	▲	▲	▲	▲

● = Introduced ▲ = Guided ■ = Reinforced

2. Find and Filter

Through planned, age-appropriate learning activities the student will...

	K	1	2	3	4	5	6	7	8
recognize that libraries have specific physical arrangements	●	●	▲	▲	■	■	■	■	■
understand that easy and fiction books are organized alphabetically by the author's last name and are shelved from left to right	●	●	▲	▲	■	■	■	■	■
locate and select easy books by the first letter of the author's last name		●	▲	▲	■	■	■	■	■
understand location of fiction and information books	●	●	▲	▲	■	■	■	■	■
select sources using front and back cover information (title, author, illustrator) and spine labels		●	▲	▲	■	■	■	■	■
select appropriate reading materials (Five Finger Rule, etc.)		●	▲	▲	■	■	■	■	■
recognize when the primary question can be answered with the resources	●	●	▲	▲	▲	▲	▲	■	■
differentiate whether content is fact or fiction	●	●	▲	▲	▲	▲	▲	■	■
use pre-selected websites and other multimedia (pictures, audiovisual materials, graphs, etc.) to gather information	●	●	●	▲	▲	▲	▲	■	■
use the OPAC to search by author, title, subject, keyword, series			●	●	▲	▲	▲	■	■
use dictionaries and encyclopaedias			●	●	▲	▲	▲	■	■
use several sources for comparative purposes			●	●	▲	▲	▲	■	■
recognize that information books are organized numerically according to the Dewey Decimal Classification System				●	▲	▲	▲	■	■
use call number to locate and select sources				●	▲	▲	▲	■	■
use table of contents and index to locate information				●	▲	▲	▲	■	■
understand and comply with acceptable and ethical use of information policies					●	●	●	▲	▲
establish currency and authority of information sources					●	●	●	▲	▲
use subject directories and search engines on the Internet					●	●	●	▲	▲
distinguish the characteristics and uses of primary sources (surveys, e-mails, interviews, fiction, autobiographies, etc.); secondary sources (encyclopedias, non-fiction books, magazines, dictionaries, biographies, atlases, etc.); tertiary sources (statistics, fact books, etc.)						●	●	▲	▲
use Boolean operators to narrow or broaden search (and, or, not, "", *, etc.)						●	●	▲	▲
locate and retrieve information from databases							●	▲	▲

● = Introduced ▲ = Guided ■ = Reinforced

3. Work With Information

ask questions to enhance comprehension

	K	1	2	3	4	5	6	7	8
identify and explore subtopics	●	●	●	▲	▲	▲	■	■	■
connect new ideas to prior knowledge	●	●	▲	▲	▲	■	■	■	■
learn strategies for taking and organizing notes		●	●	●	●	▲	▲	▲	▲
identify main ideas using key words		●	●	●	●	▲	▲	▲	▲
ask questions to enhance comprehension	●	●	▲	▲	▲	▲	▲	▲	▲
use appropriate vocabulary related to topics	●	●	▲	▲	▲	▲	▲	▲	▲
revisit and refine assessment criteria	●	●	●	●	●	▲	▲	▲	▲
restate information in own words (paraphrase)			●	●	●	●	●	▲	▲
decide if sufficient relevant information has been gathered			●	●	●	●	▲	▲	▲
maintain a bibliography / works cited list			●	●	●	▲	▲	▲	▲
use text features to locate information within a source (headings, sub-headings, captions, bold/highlighted/italicized words, glossary, hyperlinks, etc.)				●	●	▲	▲	▲	▲
compare and evaluate information from different sources				●	●	●	●	▲	▲
identify bias in selected information					●	●	●	●	●
defend a position or hypothesis on issues						●	●	●	●
use data to make connections and synthesize information							●	●	●
recognize how media can influence social attitudes, self-perceptions and lifestyle							●	●	▲
identify and explain how what is read, heard, or viewed can transform personal ideas, values and beliefs								●	●
develop a thesis statement using generalizations and inferences supported by factual details and examples									●
connect events and their causes, consequences and implications									●

● = Introduced ▲ = Guided ■ = Reinforced

4. Create and Share

Through planned, age-appropriate learning activities the student will...

	K	1	2	3	4	5	6	7	8
identify the audience	●	●	▲	▲	▲	▲	▲	▲	▲
revisit and refine assessment criteria	●	●	●	●	●	▲	▲	▲	▲
decide on an appropriate presentation format	●	●	●	●	▲	▲	▲	▲	▲
present information in an ethical manner		●	●	●	▲	▲	▲	▲	▲
explain and discuss ideas and concepts			●	●	●	▲	▲	▲	▲
prepare drafts using notes and graphic organizers			●	●	●	▲	▲	▲	▲
use subject-specific words and phrases				●	●	●	▲	▲	▲
revise and edit for meaning, content, organization, and writing conventions				●	●	●	▲	▲	▲

● = Introduced ▲ = Guided ■ = Reinforced

5. Reflect and Evaluate

Through planned, age-appropriate learning activities the student will...

	K	1	2	3	4	5	6	7	8
reflect about the research process with peers and teachers	●	●	●	▲	▲	▲	▲	▲	▲
complete self-evaluation based on assessment criteria	●	●	●	●	▲	▲	▲	▲	▲
identify areas for future improvement		●	●	●	●	▲	▲	▲	▲
draw conclusions based on research findings			●	●	●	●	●	▲	▲
develop concept of peer evaluation by giving and receiving feedback							●	●	●

● = Introduced ▲ = Guided ■ = Reinforced