

GR. 7 - 12 INFORMATION LITERACY CONTINUUM

1. Focus, Question, Plan

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

	7	8	9	10	11	12
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...

	7	8	9	10	11	12
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	■	■	■	■	■	■
select appropriate reading materials (Five Finger Rule, etc.)	■	■	■	■	■	■
recognize when the primary question can be answered with the resources gathered	■	■	■	■	■	■
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	▲	▲	▲	▲	▲	■

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3. Work With Information

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

	7	8	9	10	11	12
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		●	●	▲	▲	■

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4. Create and Share

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

	7	8	9	10	11	12
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	▲	▲	▲	▲	■	■

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5. Reflect and Evaluate

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

	7	8	9	10	11	12
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	●	●	▲	▲	■	■

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