LIBRARY & INFORMATION LITERACY

SCOPE AND SEQUENCE

Overview

The Nursery – Year 6 Information Literacy standards are a synthesis of the inquiry-based work of Kath Murdoch, Dr. Barbara Stripling and The Stripling Model of Inquiry, AASL National School Library Standards and the ISTE Standards for Students.

The Information Literacy Scope and Sequence has been collaboratively developed and regularly reviewed over the years, by the PYP teaching staff at Nexus.

Within the Primary School, 30 minute library lessons are scheduled weekly for Nursery to Year 6. The Teacher Librarian collaborates with the classroom teachers to plan and promote information literacy skills through research-focused topics.

The teaching of information literacy skills is embedded within Language Arts and Unit of Inquiry and has a transdisciplinary approach.

Tuning In
- What do the children already know?
- Connect to self, previous knowledge and experience
- Gain background knowledge and context

Finding Out
- Start to find information to answer questions using a range of tools
- Develop questions
- Make predictions

Sorting Out
- Organise and select facts to support opinions
- Find and evaluate information to answer questions
- Select and discern relevant information
- Use evidence to back up ideas
- Think about information to illuminate new questions

Going Further
- Extend inquiry, present new understandings
- Apply understandings to new context, situation
- Express new ideas to share learning with others
- Draw conclusions about questions
- Summarise new understandings and compare to previous knowledge

Reflect
- Considering my own learning & development
- Ask new questions
- Reflect on action taken (not taken)

Nursery - Kindergarten

Year Expectations		
Inquiry Phase	**Nursery**	**Kindergarten**
Tuning In	**Connect: Interest ● Prior Knowledge** o Shares own interests	**Connect: Interest ● Prior Knowledge** o Shares own interests o Shares prior knowledge about a subject
	Connect: Background Knowledge ● Overview ● Context ● Key Ideas o Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling what the topic is about	**Connect: Background Knowledge ● Overview ● Context ● Key Ideas** o Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling what the topic is about
	Connect: Topic o Expresses curiosity about topics of personal interest or curricular focus	**Connect: Topic** o *Expresses curiosity about topics of personal interest or curricular focus* (PS)
	Connect: Process of Inquiry ● Plan o Demonstrates understanding of difference between questions and answers	**Connect: Process of Inquiry ● Plan** o Demonstrates understanding of difference between questions and answers
	Wonder: Questions o Asks questions in response to listening to a variety of texts	**Wonder: Questions** o *Asks questions in response to listening to a variety of texts* (PS)
	Wonder: Predicted Sources and Answers o Begins to understand how to make a "guess"	**Wonder: Predicted Sources and Answers** o Begins to understand how to make a "guess"
Finding Out	**Investigate: Different Types of Sources ● Organisation of Information** o Begins to recognise that picture books can be either true or not true	**Investigate: Different Types of Sources ● Organisation of Information** o Begins to recognise that picture books can be either true or not true

	o Recognises the library has many different kinds of materials and locates the picture book section (LS)	o *Recognises the library has many different kinds of materials and locates the picture book section (PS) (LS)*
	Investigate: Navigation and Search Strategies o Describes what a "library search" means (LS)	**Investigate: Navigation and Search Strategies** o Describes what a "library search" means (LS)
	Investigate: Evaluation, Selection, Curation, and Use of Multiple Sources o With help, interacts with resources that are diverse in formats and genres	**Investigate: Evaluation, Selection, Curation, and Use of Multiple Sources** o With help, interacts with resources that are diverse in formats and genres
	Investigate: Perspective ● Point of View o Recognises that people are different	**Investigate: Perspective ● Point of View** o Recognises that people are different
	Investigate: Strategies to Make Sense of Information o Listens and begins to participate in discussions to share information gathered from experiences or resources	**Investigate: Strategies to Make Sense of Information** o Listens and begins to participate in discussions to share information gathered from experiences or resources
	Investigate: Capturing Information and Thinking ● Note Taking o Verbalises and describes thoughts and ideas	**Investigate: Capturing Information and Thinking ● Note Taking** o Verbalises and describes thoughts and ideas
Sorting Out	**Construct: Organisation of Information to Construct Meaning** o With help, sorts and categorises "like" and "different" objects	**Construct: Organisation of Information to Construct Meaning** o *With help, sorts and categorises "like" and "different" objects (PS)*
	Construct: Interpretation and Synthesis of Information o With help, verbalises the "big idea" that a book is about	**Construct: Interpretation and Synthesis of Information** o With help, verbalises the "big idea" that a book is about
	Construct: Conclusions o Recognises what part of the story is the "end"	**Construct: Conclusions** o Recognises what part of the story is the "end"
	Construct: Claims ● Opinions ● Point of View	**Construct: Claims ● Opinions ● Point of View**

	o Expresses opinions about topics of interest	o Expresses opinions about topics of interest
Going Further	**Express: Organisation of Information to Express ● Present Meaning for Different Purposes** o Begins to understand information is shared in different ways and for different purposes	**Express: Organisation of Information to Express ● Present Meaning for Different Purposes** o Begins to understand information is shared in different ways and for different purposes
	Express: Product and/or Presentation: Audience ● Level of Complexity ● Format ● Technology o Draws a picture to illustrate a response to a story	**Express: Product and/or Presentation: Audience ● Level of Complexity ● Format ● Technology** o *Draws a picture to illustrate a response to a story* (PS)
	Express: Revision Based on Self-Assessment and Feedback o Recognises what receiving help is and why it is important	**Express: Revision Based on Self-Assessment and Feedback** o Recognises what receiving help is and why it is important
	Express: Academic Integrity o Recognises the difference between own drawing or creation and someone else's drawing or creation	**Express: Academic Integrity** o *Recognises the difference between own drawing or creation and someone else's drawing or creation* (PS)
Reflect	**Reflect: Personal Strengths and Goals for Improvement in Process and Product** o Identifies own strengths in listening, reading, and learning	**Reflect: Personal Strengths and Goals for Improvement in Process and Product** o *Identifies own strengths in listening, reading, and learning* (PS)
Resources	Library collection, literary formats (picture books, big books, story sacks), Tumblebooks, PebbleGo, BrainPop Junior.	

Note: Italic - A priority skill

Year 1-2

Year Expectations		
Inquiry Phase	**Year 1**	**Year 2**
Tuning In	**Connect: Interest ● Prior Knowledge** o *Connects ideas to own interests* <mark>(PS)</mark>	**Connect: Interest ● Prior Knowledge** o *Shares what is known about the general topic to elicit and make connections to prior knowledge* <mark>(PS)</mark>
	Connect: Background Knowledge ● Overview ● Context ● Key Ideas o Responds to background information (delivered through videos, stories, discussions) by stating one or two new ideas that were learned	**Connect: Background Knowledge ● Overview ● Context ● Key Ideas** o Responds to background information (delivered through video, stories, texts, discussions) by identifying the overall "big picture" idea and stating it orally or drawing a picture
	Connect: Topic o Begins to identify "big" and "little" ideas about a topic	**Connect: Topic** o Differentiates between big ideas and supporting ideas about a topic
	Connect: Process of Inquiry ● Plan o Begins to identify different types of questions and answers (e.g., yes and no questions)	**Connect: Process of Inquiry ● Plan** o Begins to recognize easy and more complex questions and answers
	Wonder: Questions o Asks and answers questions about texts that have been read aloud o *With help, begins to develop questions to be answered in shared research* <mark>(PS)</mark>	**Wonder: Questions** o *Develops "I wonder" questions with the class while reading or listening to texts about the research topic* <mark>(PS)</mark>
	Wonder: Predicted Sources and Answers o Makes guesses about what a fiction or nonfiction text will be	**Wonder: Predicted Sources and Answers** o Connects guesses with the term "predictions" and makes

	about based on visual information such as the cover	predictions about what will come next in a story
Finding Out	**Investigate: Different Types of Sources ● Organisation of Information** o Recognizes that picture books can be either true or not true o *With help, begins to use library labels and ABC arrangement of picture books to locate materials* ==(LS) (PS)== o Identifies the basic organisational structure of fiction books ==(LS)== o Identifies the difference between an ebook and the same print book	**Investigate: Different Types of Sources ● Organisation of Information** o Recognizes that books can be either fiction or nonfiction o *Recognizes the systematic way the library organises fiction and picture books and that fiction books of interest can be located by using that organisation* ==(PS)== ==(LS)== o Recognizes that nonfiction resources in the library are organised by categories and begins to identify categories of own areas of interest ==(LS)== o Demonstrates the ability to use the library and check out books ==(LS)==
	Investigate: Navigation and Search Strategies o Recognizes that different tools in the library can be used to search for materials in a library ==(ISTE 1.3 a) (LS)==	**Investigate: Navigation and Search Strategies** o Recognizes the purpose of the online catalogue to locate materials ==(ISTE 1.3 a) (LS)== o After modelling by the teacher, verbalises understanding of using online catalogue to locate materials ==(ISTE 1.3 a) (LS)==
	Investigate: Evaluation, Selection, Curation, and Use of Multiple Sources o Demonstrates understanding that there are many types of materials found in the library for different information purposes ==(LS)== o With help, differentiates between "useful" and "not useful" sources for answering a basic question	**Investigate: Evaluation, Selection, Curation, and Use of Multiple Sources** o With guidance, selects and uses appropriate sources to answer questions o Recognizes that there may be several versions of the same story, or several books about the same topic, and that they convey the information differently o Describes the advantages and disadvantages of print vs. digital versions of the same book

		o Begins to define and describe what the internet is <mark>(ISTE 1.1 d)</mark>
	Investigate: Evaluation and Selection of Evidence within Sources o *Identifies facts about a topic, idea, or problem* <mark>(PS)</mark>	**Investigate: Evaluation and Selection of Evidence within Sources** o *Distinguishes between fact and opinion* <mark>(PS)</mark>
	Investigate: Perspective ● Point of View o Recognizes that different people may believe different things o Recognizes that people have different backgrounds, families, homes, and needs	**Investigate: Perspective ● Point of View** o With help, identifies point of view by examining illustrations, text features, and opinion words in text o *Begins to recognize different points of view of characters in a story* <mark>(PS)</mark>
	Investigate: Strategies to Make Sense of Information o Begins to distinguish the main idea in texts that are read aloud o Participates in class interpretation of information represented in pictures and illustrations	**Investigate: Strategies to Make Sense of Information** o With help, interprets information represented in stories, pictures, illustrations and simple charts and verbalises the main idea
	Investigate: Capturing Information and Thinking ● Note Taking o With help, takes notes on facts by drawing, verbalising, or using emergent writing	**Investigate: Capturing Information and Thinking ● Note Taking** o *With help, finds facts and briefly summarises them via writing, drawing, or verbalization to answer basic research questions* <mark>(PS)</mark>
Sorting Out	**Construct: Organisation of Information to Construct Meaning** o *Verbally and physically demonstrates simple organisational skills such as sorting and categorising objects and information* <mark>(PS)</mark>	**Construct: Organisation of Information to Construct Meaning** o *Sorts books by fiction vs. nonfiction* <mark>(PS)</mark> o Demonstrates simple organisational skills such as sorting and categorising written information from fiction and nonfiction texts
	Construct: Interpretation and Synthesis of Information	**Construct: Interpretation and Synthesis of Information**

		o Begins to use information gathered from discussions, read alouds, diverse texts, illustrations, and experiences to identify main idea and supporting details	o Uses information gathered from discussions, read alouds, diverse texts, illustrations, and experiences to identify main idea and supporting details
		Construct: Conclusions o Begins to participate in discussions to draw conclusions about a topic or story	**Construct: Conclusions** o *Participates in discussions to draw conclusions about a topic or story* (PS)
		Construct: Claims ● Opinions ● Point of View o With help, develops own opinion about the texts and topic	**Construct: Claims ● Opinions ● Point of View** o Recognizes difference between opinion and fact o Develops own opinion about the texts and topic o With help, can make a claim about a topic and can verbally argue about that claim
Going Further		**Express: Organisation of Information to Express ● Present Meaning for Different Purposes** o Identifies differences in how information is shared	**Express: Organisation of Information to Express ● Present Meaning for Different Purposes** o Decides on one main idea or opinion to express
		Express: Product and/or Presentation: Audience ● Level of Complexity ● Format ● Technology o Draws a picture to illustrate a new idea or a response to a story o *Uses emergent writing and drawing to express facts and simple answers to questions* (PS)	**Express: Product and/or Presentation: Audience ● Level of Complexity ● Format ● Technology** o *Uses writing process, emergent writing, and drawing to express new understandings* (PS) o Uses format chosen by the teacher to express information learned o Begins to use technology tools chosen by the teacher or librarian to create products (ISTE 1.6 a)
		Express: Revision Based on Self-Assessment and Feedback o Recognizes what feedback is and why it is important	**Express: Revision Based on Self-Assessment and Feedback** o Begins to respond to feedback provided by the teacher to revise
		Express: Academic Integrity	**Express: Academic Integrity**

	o Recognizes the difference between own ideas and ideas of others (PS)	*o With help, makes a list of the source(s) used with title and author* (PS)
Reflect		**Reflect: Assessment of New Learning and Experience of Inquiry** o Begins to compare new ideas with what was known at the beginning of the inquiry
	Reflect: Personal Strengths and Goals for Improvement in Process and Product *o Identifies own strengths in listening, reading, and learning* (PS)	**Reflect: Personal Strengths and Goals for Improvement in Process and Product** *o Identifies own strengths and sets a goal for improvement* (PS)
	Reflect: Recognition of Gaps in Knowledge and New Questions o Verbally shares what is still unknown about a topic after hearing a story or reading a text	**Reflect: Recognition of Gaps in Knowledge and New Questions** *o With help or with the class, asks, "What do I wonder about now?"* (PS)
Resources	Destiny Library catalogue, World Book Kids, Britannica, PebbleGo, Reading Eggs.	

Note: Italic - A priority skill

Year 3-4

Year Expectations		
Inquiry Phase	**Year 3**	**Year 4**
Tuning In	**Connect: Interest ● Prior Knowledge** o Begins to recognize gaps in prior knowledge	**Connect: Interest ● Prior Knowledge** o Connects ideas in texts to own interests o Makes connections to prior knowledge
	Connect: Background Knowledge ● Overview ● Context ● Key Ideas o *Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic* (PS)	**Connect: Background Knowledge ● Overview ● Context ● Key Ideas** o *Uses a source provided by the teacher to acquire background information* (PS)
	Connect: Topic o Identifies "big" idea topics	**Connect: Topic** o Generates a list of broad topics
	Connect: Process of Inquiry ● Plan o Recognizes that questions can be answered by finding information o Begins to follow a modelled inquiry process during each visit to the library to do research (LS)	**Connect: Process of Inquiry ● Plan** o Identifies and defines steps in a modelled inquiry project (LS)
	Wonder: Questions o *Develops "I wonder" questions independently while reading or listening to texts about the research topic* (PS) o Develops and answers questions as a class while reading or listening to texts about the research topic	**Wonder: Questions** o *Formulates questions for investigation of a topic with guidance* (PS)
	Wonder: Predicted Sources and Answers o Makes accurate predictions about fiction and nonfiction texts	**Wonder: Predicted Sources and Answers** o Uses prior knowledge and a broad understanding of the topic

		to make predictions about what the new information will reveal
Finding Out	**Investigate: Different Types of Sources ● Organisation of Information** o Distinguishes between fiction and nonfiction resources (LS) o Uses the arrangement of fiction books to locate materials (LS) o Identifies the area(s) of the library (using Dewey or different organisational scheme) with information about the research topic (LS) o Recognizes the organisational structures of a nonfiction book (table of contents, index, and glossary) and begins to use them to locate information	**Investigate: Different Types of Sources ● Organisation of Information** o With help, identifies and uses the organisational structures of a nonfiction book (table of contents, index, and glossary) to locate information o *Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each* (PS) (LS)
	Investigate: Navigation and Search Strategies o *Recognizes that sources can be located in the online catalogue by looking up the author, title, or key words* (PS)(LS) (ISTE 1.3 a) o Identifies one or two key words about a topic with guidance from the librarian	**Investigate: Navigation and Search Strategies** o Identifies one or two key words about a topic, problem or question with guidance o *Searches the online catalogue (author, title, and key words) with assistance to locate materials* (PS) (LS) (ISTE 1.3a) o With help, locates nonfiction material at a reading level that can be understood (LS)
	Investigate: Evaluation, Selection, Curation, and Use of Multiple Sources o Selects and uses appropriate sources with guidance including dictionaries, periodicals, maps, and globes, to answer questions o With guidance, uses designated online encyclopaedias and databases to gather information (ISTE 1.3 a) o I*dentifies the author or creator of a website* (PS) (ISTE 1.3 b)	**Investigate: Evaluation, Selection, Curation, and Use of Multiple Sources** o Demonstrates understanding of why to use bookmarked websites to find appropriate information rather than searching freely on the web (ISTE 1.3 a) o *With guidance, uses bookmarked websites to find appropriate information* (PS) (ISTE 1.3 a) o Locates, evaluates, and selects an appropriate print or electronic

	o Begins to identify the difference between a website and a database (ISTE 1.1 d)	source in library or in a pre-selected database based on criteria of relevance to research questions, readability, and ease of use (LS) (ISTE 1.3 b)
	Investigate: Evaluation and Selection of Evidence within Sources o Recognizes when information in a text answers research questions (ISTE 1.3 b) o *Identifies main ideas and key details in a text* (PS) o Recognizes that not all information on the internet is true (ISTE 1.3 b)	**Investigate: Evaluation and Selection of Evidence within Sources** o Uses navigation tools of databases to locate relevant information (ISTE 1.3 a) o Uses textual elements (title, headings and subheadings, graphics) to read and comprehend database articles (ISTE 1.3 b) o Evaluates information within a source for accuracy and relevance to research questions (ISTE 1.3 b) o *Selects evidence that explicitly answers the research questions with main ideas and details* (PS) (ISTE 1.3 b)
	Investigate: Perspective ● Point of View o Recognizes different point of view of individuals and characters in a story o Identifies point of view by examining illustrations, text features, and opinion words in text	**Investigate: Perspective ● Point of View** o Demonstrates understanding and respect for different points of view in fiction and explains some of the diverse perspectives presented o *Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to "true" because some of the information may be opinion or stated from only one point of view* (PS)
	Investigate: Strategies to Make Sense of Information o *Interprets information represented in pictures, illustrations and simple charts*	**Investigate: Strategies to Make Sense of Information** o *With help, begins to ask questions about the text during reading or listening* (PS)

	and verbalises the main idea <mark>(PS)</mark> o With guidance, summarises portions of texts to focus on main ideas and key details o With help, creates a visual map of the connections among ideas and concepts about the research topic	o Uses a variety of strategies to determine important ideas (e.g., looking at the title, reading the captions of any illustrations, noting words and ideas in bold) o Distinguishes between fact and opinion and the appropriate use of both in gathering evidence to answer research questions o Identifies evidence that supports claims in texts
	Investigate: Capturing Information and Thinking ● Note Taking o With help, writes, draws, or verbalises the main idea and supporting details to answer basic research questions o Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases)	**Investigate: Capturing Information and Thinking ● Note Taking** o *Uses simple note taking strategies (e.g., graphic organisers)* <mark>(PS)</mark>
Sorting Out	**Construct: Organisation of Information to Construct Meaning** o With help, organises information into categories by main ideas with supporting details using a teacher-provided tool	**Construct: Organisation of Information to Construct Meaning** o Organises information using a teacher provided tool
	Construct: Interpretation and Synthesis of Information o Uses information gathered from discussions, read alouds, diverse texts, illustrations, and experiences to state the main idea and supporting details that were learned	**Construct: Interpretation and Synthesis of Information** o *States the main idea with some supporting details* <mark>(PS)</mark>
	Construct: Conclusions o Draws a conclusion about the main idea with guidance	**Construct: Conclusions** o *Draws conclusions about research including whether a question was answered or not* <mark>(PS)</mark>
	Construct: Claims ● Opinions ● Point of View	**Construct: Claims ● Opinions ● Point of View**

	o *Develops own opinion about a topic with evidence to support the opinion* (PS) o Makes a claim about a topic and can verbally argue about that claim	o With help, begins to write an opinion or argument/claim with clear reasoning and evidence to support it
Going Further	**Express: Organisation of Information to Express ● Present Meaning for Different Purposes** o *Organises information by main ideas and important details* (PS)	**Express: Organisation of Information to Express ● Present Meaning for Different Purposes** o Constructs a reasoned sequence of ideas with evidence
	Express: Product and/or Presentation: Audience ● Level of Complexity ● Format ● Technology o Begins to understand the concept of "audience" o Creates a product to explain the main ideas and details about a topic o *Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language)* (PS) o Uses technology tools chosen by teacher or librarian to create products (ISTE 1.6 a)	**Express: Product and/or Presentation: Audience ● Level of Complexity ● Format ● Technology** o *Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian* (PS) o Selects level of complexity of product to match and purpose o Uses visuals and multimedia to communicate meaning (ISTE 1.6 a) o *Presents information clearly so that main points are evident* (PS)
	Express: Revision Based on Self-Assessment and Feedback o Responds to feedback provided by the teacher to revise o With help, uses authentic assessment rubrics modelled by librarian	**Express: Revision Based on Self-Assessment and Feedback** o Assesses and revises own work based on teacher-provided criteria with guidance
	Express: Academic Integrity o *Makes a list of the source(s) used with title and author* (PS)	**Express: Academic Integrity** o Provides a simple author/title bibliography of sources used
Reflect	**Reflect: Assessment of New Learning and Experience of Inquiry** o Compares new ideas with what was known at the beginning of the inquiry	**Reflect: Assessment of New Learning and Experience of Inquiry** o Identifies the important features for a good product

		o Reflects on new understandings and the effectiveness of the product
	Reflect: Personal Strengths and Goals for Improvement in Process and Product o *Identifies own strengths and sets a goal for improvement* <mark>(PS)</mark>	**Reflect: Personal Strengths and Goals for Improvement in Process and Product** o *Identifies own strengths and sets goals for improvement* <mark>(PS)</mark>
	Reflect: Recognition of Gaps in Knowledge and New Questions o *Asks, "What do I wonder about now?"* <mark>(PS)</mark>	**Reflect: Recognition of Gaps in Knowledge and New Questions** o Asks "What about this topic would I like to learn more about?" o Asks "Where in the inquiry process did I have the most trouble?" "What will I do differently next time?"
Resources	Destiny Library catalogue, Encyclopaedia Britannica & World Book,Reading Eggs, Big Universe, Library collection, various literary formats BrainPop, Big Universe, Gale Kids InfoBits.	

Note: Italic - A priority skill

Year 5-6

Year Expectations		
Inquiry Phase	**Year 5**	**Year 6**
Tuning In	**Connect: Interest ● Prior Knowledge** o Begins to recognize gaps in prior knowledge	**Connect: Interest ● Prior Knowledge** o Recognizes gaps in prior knowledge
	Connect: Background Knowledge ● Overview ● Context ● Key Ideas o States what is known about the problem or question based on overview or background information	**Connect: Background Knowledge ● Overview ● Context ● Key Ideas** o *Generates a list of keywords for a research-based project with guidance* (PS)
	Connect: Topic o *Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry* (PS)	**Connect: Topic** o Determines a manageable topic based on criteria provided by the librarian
	Connect: Process of Inquiry ● Plan o Follows a model or template provided to complete inquiry project and follows a timeline	**Connect: Process of Inquiry ● Plan** o Begins to develop a plan for following an inquiry process to ask questions and find evidence to answer questions about a research topic with guidance
	Wonder: Questions o Formulates questions for investigation of a topic	**Wonder: Questions** o *Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry* (PS)
	Wonder: Predicted Sources and Answers	**Wonder: Predicted Sources and Answers**

	o *Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help* <mark>(PS)</mark>	o Predicts answers to inquiry questions based on background knowledge and beginning observation or experience
		Wonder: Hypothesis ● Tentative Thesis o *Forms tentative thesis about main ideas with guidance* <mark>(PS)</mark> o *For science topics, forms hypothesis ("if. . .then" statement) that can be "tested" through research or experiment/experience* <mark>(PS)</mark>
Finding Out	**Investigate: Different Types of Sources ● Organisation of Information** o *Identifies and uses the organisational structures of a nonfiction book (table of contents, index, and glossary) to locate information* <mark>(PS)</mark> o Identifies and uses special sections of a nonfiction book (preface, foreword and introduction) to locate information	**Investigate: Different Types of Sources ● Organisation of Information** o Identifies and uses special sections of a nonfiction book (bibliography and appendix) to locate information o By looking at the table of contents, determines if the organisation of the book will be useful for the research topic (e.g., arrangement by chronological sequence for historical topic, by main ideas or subtopics for explanatory topic)
	Investigate: Navigation and Search Strategies o Demonstrates understanding of what a filter is and how it can help narrow a search <mark>(ISTE 1.1 d)</mark> o Begins to use filters in the online catalogue and designated databases to narrow a search <mark>(ISTE 1.1 d)</mark>	**Investigate: Navigation and Search Strategies** o Uses main menus, buttons, and pull-down menus of a pre-selected website to find information <mark>(ISTE 1.1 d)</mark> o Uses filters in the online catalogue and designated databases to narrow a search <mark>(ISTE 1.1 d)</mark> o Discusses why filters and their use are essential to navigation on the open web <mark>(ISTE 1.1 d)</mark>
	Investigate: Evaluation, Selection, Curation, and Use of Multiple Sources	**Investigate: Evaluation, Selection, Curation, and Use of Multiple Sources**

	o *Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic* (PS) o Uses pre-selected web resources to locate information (ISTE 1.3 a) o Locates, evaluates, and selects an appropriate print or electronic source (e.g., general encyclopaedia, article in periodical database) based on criteria of relevance to research questions and comprehensiveness (LS) (ISTE 1.3 b)	o *Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher* (PS) (LS) (ISTE 1.3 b) o *Selects and uses an appropriate print, video, or electronic source to answer questions* (PS) (LS) (ISTE 1.3 b)
	Investigate: Evaluation and Selection of Evidence within Sources o Uses navigation tools of pre-selected databases and websites to locate relevant information (ISTE 1.3 a) o *Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites* (PS) (ISTE 1.3 b) o Evaluates information within a source for accuracy, relevance, and comprehensiveness o *Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning* (PS)	**Investigate: Evaluation and Selection of Evidence within Sources** o *Uses navigation tools of pre-selected websites and databases to locate relevant information* (PS) (ISTE 1.3 a) o Uses textual and visual elements (title, headings, graphics, photos, boxed information) to read and comprehend information on websites (ISTE 1.3 b) o *Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view* (PS) o Makes inferences about the implicit meaning in text to answer research questions and identifies both explicit and implicit meanings
	Investigate: Perspective ● Point of View o With help, begins to examine why someone might have a different perspective	**Investigate: Perspective ● Point of View** o *Begins to analyse multiple points of view from multiple sources to determine similarities and differences* (PS)

	o With help, begins to describe how a particular point of view can impact a nonfiction text	o Begins to identify the effect of point of view on the information
	Investigate: Strategies to Make Sense of Information o *Paraphrases, summarises information that answers research questions, noting what is fact and what is opinion* (PS) o Uses skim/scan to locate information that is appropriate to age and ability level o Uses a variety of strategies to determine important ideas (e.g., looking at headings and subheadings, analysing illustrations and their captions, paying attention to the topic sentences of each paragraph)	**Investigate: Strategies to Make Sense of Information** o Identifies literal and implied meanings o *Uses a variety of strategies to determine important ideas (e.g., looking at ideas featured in introduction and conclusion, analysing information highlighted in boxes or charts, paying attention to the topic of each paragraph, noting the amount of supporting details for the topic of each paragraph)* (PS) o Determines important details o Interprets information taken from maps, graphs, charts, and other visuals o Uses prior knowledge and experiences to understand new facts and ideas
	Investigate: Capturing Information and Thinking ● Note Taking o With help, uses various note taking strategies (e.g., highlighting, graphic organisers) for different information gathering purposes	**Investigate: Capturing Information and Thinking ● Note Taking** o With help, uses software (e.g., word processing, graphic organising) to record and organise information (ISTE 1.3 c) o *Uses various note taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organisers) dependent on purpose* (PS)
Sorting Out	**Construct: Organisation of Information to Construct Meaning** o *With help, uses common organisational patterns (chronological order, main idea with supporting details) to organise information* (PS)	**Construct: Organisation of Information to Construct Meaning** o Uses common organisational patterns (chronological order, main idea with supporting details) to organise information to construct meaning o *With help, organises notes and ideas and develops an outline,*

		mind map, or graphic organiser (PS)
	Construct: Interpretation and Synthesis of Information o Makes inferences with guidance o *Identifies facts, details, and inferences that support main ideas* (PS) o Notes similarities and differences in information from two different sources	**Construct: Interpretation and Synthesis of Information** o Begins to actively listen to and restate others' ideas and contributes own ideas o With help, analyzes and compares multiple accounts of information on the same topic and notes similarities and differences in point of view and accuracy o Determines what main ideas and opinions discovered through research are credibly supported by the evidence
	Construct: Conclusions o *Draws a conclusion about the main idea with evidence to support that conclusion* (PS)	**Construct: Conclusions** o Begins to draw conclusions about the research topic or problem that are supported by credible evidence and logical reasoning
	Construct: Claims ● Opinions ● Point of View o Writes a claim, opinion, or argument with clear reasoning and evidence to support it	**Construct: Claims ● Opinions ● Point of View** o *Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up* (PS)
Going Further	**Express: Organisation of Information to Express ● Present Meaning for Different Purposes** o *Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organise ideas to explain a topic or make a claim about it* (PS)	**Express: Organisation of Information to Express ● Present Meaning for Different Purposes** o Determines the purpose of a presentation (e.g., explanation, claim, persuasion) and decides how to organise ideas to explain a topic, make a claim and then back it up with evidence, or persuade an audience to engage both intellectually and emotionally
	Express: Product and/or Presentation: Audience ● Level of Complexity ● Format ●	**Express: Product and/or Presentation: Audience ● Level of Complexity ● Format ●**

	Technology o *Understands concept of "audience"; determines audience before choosing format and creating product* (PS) o Selects level of complexity of product to match assignment, purpose, and audience o Uses pre-writing to brainstorm ideas for most effective way to present conclusions o Creates the presentation/product using a technology tool chosen by teacher (ISTE 1.6 a)	**Technology** o *Presents information clearly so that main points and supporting evidence are readily understood by audience* (PS) o Selects level of complexity of product to match assignment, purpose, and audience o Uses writing process of pre-writing, drafting, and revising to develop expression of new understanding o Uses a variety of technology tools chosen by teacher or selected on own to create products (ISTE 1.6 a)
	Express: Revision Based on Self-Assessment and Feedback o *Assesses and revises own work based on teacher-provided criteria* (PS)	**Express: Revision Based on Self-Assessment and Feedback** o Checks for correctness and completeness using established rubrics o *Modifies and revises own work based on feedback from teacher and peers* (PS) o Assesses and revises own work
	Express: Academic Integrity o Provides a bibliography of all sources used with author, title, and date of publication	**Express: Academic Integrity** o *Provides a bibliography of all sources used according to model provided by teacher* (PS)
Reflect	**Reflect: Assessment of New Learning and Experience of Inquiry** o *Identifies the important features for a good product and presentation* (PS) o Reflects on new understandings and the effectiveness of the product and presentation	**Reflect: Assessment of New Learning and Experience of Inquiry** o Identifies and evaluates the important features for a good product, presentation, and engagement in the process of inquiry o *Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry* (PS)
	Reflect: Personal Strengths and Goals for Improvement in Process and Product	**Reflect: Personal Strengths and Goals for Improvement in Process and Product**

	o *Identifies own strengths and sets goals for improvement* (PS)		o *Identifies own strengths and sets goals for improvement* (PS)
	Reflect: Recognition of Gaps in Knowledge and New Questions o Asks "What about this topic would I like to learn more about?" o Asks "Where in the inquiry process did I have the most trouble?" "What will I do differently next time?"		**Reflect: Recognition of Gaps in Knowledge and New Questions** o Asks "What about this topic would I like to learn more about?" o Asks "Where in the inquiry process did I have the most trouble?" "What will I do differently next time?"
Resources	Destiny Library Catalogue, WebPath Express, Gale Kids InfoBits, Encyclopaedia Britannica & World Book, Big Universe, Library collection, various literary formats BrainPop, Nexus Primary School Academic Honesty policy.		

1. Any standard written in *Italic* means that this is a **priority skil**l for the Year level. It is highlighted with a (PS) for easy reference.
2. (LS) means that the teaching and learning for these particular **library skills** would need to be carried out in the Primary Resource Hub, as the library itself will be used as a resource.
3. Sources used: AASL Standards Framework for Learners, the ISTE Standards for Students, Empire State Information Fluency Continuum and The Stripling Model of Inquiry (Dr. Barbara Stripling)