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**SACS LIBRARY
INFORMATION LITERACY
SKILLS CONTINUUM
for Early Stage 1 – Stage 6**

SACS LIBRARY INFORMATION LITERACY SKILLS CONTINUUM for Early Stage 1 – Stage 6

I= Introduction R= Reinforcement C= Competency

Students who join the school in later years may need to be INTRODUCED to many of these skills and processes while their peers receive REINFORCEMENT. Where a skill is introduced at Early Stage 1 and Stage 1, it will be at a basic level, and may be incorporated into Storytime activities.

Through planned learning activities, the student:	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
1. DEFINING (Knowledge) – Breaks down a task into understandable chunks							
Relates the task to prior knowledge	I	I	I	R	R	R/C	C
Brainstorms for group construction of prior knowledge	I	I	I/R	R/C	R/C	C	C
Restates the task in his/her own words	-	I	I/R	R/C	R/C	C	C
Works out key words and possible search terms for the task	-	I	I/R	R/C	R/C	R/C	C
Contributes to a mind map of the topic	I	I	I/R	R	R	R/C	C
Breaks the task up into parts	-	I	I/R	R	R	R/C	C
Develops focus questions with modelling, and later guidance	-	-	I	R	R	R/C	C
Understands & uses terminology – title, author, illustrator, spine, spine label – publisher, series, contents, index	I -	I I	I/R I/R	R/C R/C	R/C	C	C
Understands the use of main headings	-	I	I/R	R	R/C	C	C
Formulates own research question	-	-	-	-	I	R	R/C
Engages in group discussions of a story/novel leading to the development and exchange of ideas	I	I	I/R	R/C	R/C	C	C
Defines his/her own ideas and develops them	I	I	I/R	R/C	R/C	C	C
Works out ideas in the progression of a story	I	I	I/R	R/C	R/C	C	C

2. LOCATING (Comprehension) – Understands the organisation of resources and the process of locating them	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Recalls relevant information and skills from past experience and accepts that additional information and skills are needed	I	I	I/R	R/C	R/C	C	C
Is aware of the layout and organisation of the library	I	I	I/R	R	R	R/C	C
Develops library skills:							
• Understands the distinction between Fiction and Non-Fiction	I	I/R	R	C	C	C	C
• Understands location and features of Junior Picture Books	I	I/R	R	C	C	C	C
• Understands location and features of Junior Fiction	I	I	R	C	C	C	C
• Is aware that Picture Books are shelved in alphabetical order according to the surname of the author	I	I	R	C	C	C	C
• Is aware that Junior Fiction resources are shelved in alphabetical order according to the surname of the author	-	I	I/R	C	C	C	C
• Is aware that NF resources are found in numerical order	-	I	I/R	R/C	R/C	C	C
• Learns borrowing procedures for school resources	I	I/R	R	C	R/C	C	C
• Locates print magazines and newspapers	-	I	R	R/C	R/C	C	C
• Locates resources using spine label	I	I	R	R/C	R/C	C	C
• Locates and uses reference material	-	I	I/R	R	R/C	C	C
• Uses contents and index pages of non-fiction books using key words	-	I	I/R	R	R/C	C	C
• Is familiar with E-Library catalogue (author/title/series/subject/keyword searching)	-	I	I/R	R	R/C	C	C
• Is familiar with the Dewey Decimal Classification system	-	I	I/R	R	R	R/C	C
	-	I	I	R	R	R/C	C
Locates books that s/he will enjoy, initially with assistance from TL, moving to independent choice	I	I	R	R/C	R/C	C	C
Understands the elements of a story/fiction	I	I	R	C	C	C	C
Locates and uses the library website	-	I	I/R	R	R/C	R/C	C
Uses the Internet as an information resource	-	-	I	R	R/C	R/C	C

Identifies and uses a range of possible sources of information: – Human sources: interview, TV, radio – Primary and secondary sources; Internet – Non-Fiction ; Reference; Periodicals; Audio-visual; Fiction	I	I	I	R	R	R/C	C
Uses other academic libraries and understands how to locate resources there	-	-	-	-	-	-	I/R
Develops familiarity with a number of search engines	-	-	-	-	I	R	R/C
Recognises the need for information currency	-	-	-	I	I/R	R	R/C
Develops familiarity with Boolean logic to search online databases and the internet	-	-	-	-	-	I	R
Uses Advanced Search features to locate resources effectively	-	-	-	-	-	I	R
Searches subscription databases for current and relevant information	-	-	-	-	I	I/R	R
Develops computer skills : <ul style="list-style-type: none"> • Uses terminology – monitor, keyboard, mouse, disk drive, printer, disk, CD-ROM • Understands and uses keyboard – space bar, Enter/Return, caps lock • Reads and uses text and icon menus of software • Uses word-processing software – to create, edit, save, delete, move documents • Uses SACSnet features – enrolls in courses, saves documents, uses Dropbox functions • Minimises/maximises open documents/programs • Locates bookmarked Internet sites • Identifies and uses links on a web page • Using Back/Forward navigation arrows in Browser • Copies/pastes from web page to document • Is aware of search engines as a source of information • Is aware of web page structure 	I I I - - - - - - - - - - - -	I I I I I I I I I I I I I I I	R R R R I I/R I/R I/R I/R I/R I I I/R I/R	C C C R R R R R/C R R/C R R R R R R R	C C C R/C R/C C R/C C C C C C C C C C	R/C C C C C C C C C C C C C C C C	C C C C C C C C C C C C C C C C
3. SELECTING (Application) – <i>Uses multiple strategies to identify and select relevant information for the purpose of the task</i>	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Chooses key words to select useful information	-	I	I	R	R/C	R/C	C
Skims and scans sources for information	I	I	I	R	R/C	C	C
Selects books appropriate to interest and reading ability using browsing techniques	I	I	I	R	R	R/C	C

Interacts with resources through:							
- Following directions	I	I/R	R	R/C	R/C	C	C
- Listening, observing and viewing	I	I	R	R/C	R/C	C	C
- Identifying a sequence of ideas	I	I	R	C	C	C	C
- Listening to and retelling stories in correct sequence	I	I/R	R	C	C	C	C
- Distinguishing between narrative and information texts	I	I/R	R/C	C	C	C	C
- Developing appreciation of literature, including poetry and drama	I	I	I/R	R	R/C	C	C
Uses pictures, objects and text to extract information	I	I	I/R	R	R/C	C	C
Develops visual literacy through modelled interpretations of visual material	I	I	I/R	R	R	R/C	C
Distinguishes his own ideas clearly from the author's and those of other group members	I	I	I/R	R/C	R/C	C	C
Develops critical ability in selecting fiction							
• can identify quality literature	I	I	I/R	R/C	R/C	C	C
• can identify contrasting types of literature							
• can identify different reading levels							
Distinguishes between stories with more action/ more description/ autobiographical content, different subject matter, interest areas, etc.	I	I	R	R/C	R/C	C	C
Distinguishes between fact and fiction	I	I/R	R	R/C	R/C	C	C
Develops appreciation of poetic quality in descriptive text eg references to poetry and where poetry, songs and rhymes help to tell the story	I	I	R	R	R/C	C	C
Increases his/her readiness to try different books	I	I	R	R/C	R/C	C	C
Participates in group dynamics during Literature Circles							
• by appreciating and enjoying fiction individually and in groups	-	-	I	I/R	R/C	C	C
• by selecting discussion-generators from the story							
• by interacting with others through discussion of texts and ideas							
Selects a means for recording relevant information: e.g. using an appropriate note-making strategy eg concept mapping, main idea, list making, clustering notes under sub-headings, using a note-making template	-	I	I/R	I/R	I/R	R	R/C
Selects resources by using contents pages, indexes and headings	-	-	I	I/R	I/R	R	C
Observes netiquette protocols	-	-	-	-	I/R	R	C
Annotates selected resources	-	-	-	-	-	-	I/R
Employs in-text referencing, footnotes and endnotes correctly	-	-	-	-	-	-	I/R
Understands the basic idea of intellectual property and the need to comply with copyright conventions	I	I	I/R	R	R	R/C	C

Uses a variety of primary and secondary sources	-	-	I/R	R	R/C	C	C
Selects appropriate graphics to add meaning to presentations	I	I	I/R	R/C	R/C	C	C
Compares different pre-selected resources	I	I	I/R	R	R	R/C	C
Assesses the usefulness of each source	-	I	I	R	R	R/C	C
Makes judgments on sources based on accuracy, authority and currency	-	-	-	I	I/R	R	R/C
Identifies bias	-	-	I	I/R	I/R	R	R/C
Cites sources and records bibliographic information – author, title, date, URL	I	I	I/R	R	R	R/C	C
Identifies text types: narrative, recount, procedure, discussion, report, explanation, exposition	-	I	I	R	R	R/C	C
4. ORGANISING (Analysis) – Analyses the task and the information collected and develops an appropriate structure for organising it	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Reflects on purpose of the task	-	I	I	R	R	R/C	R/C
Organises information and ideas into a logical structure	-	-	I	R	R	R/C	R/C
Organises text/pictorial information in sequence	I	I	I/R	R/C	R/C	C	C
Writes clear and appropriate responses to fiction	-	-	I	R	R	C	C
Extends the use of word processing by: – Entering text – highlight, edit – Changing text – font, size, alignment, spacing – Saving and printing document – Making notes using word-processor - Cut & Copy, Delete & Undo, bullet points	-	I	I/R	R	R	R/C	C
Further extends the use of word processing by: Copying, cutting and pasting text – Using tables and columns – Changing page orientation – Portrait/Landscape – Manipulating and resizing graphics	-	-	I	R	R/C	C	C
Uses databases, by opening, browsing and searching the library catalogue and online encyclopedia	-	I	I	R	R	R/C	R/C
Records relevant information: – by listing key words under main ideas – arranging ideas, events and facts in sequence from oral, written and pictorial sources	-	I	I/R	R/C	R/C	C	C

Uses a scaffold for organising information and notes	-	I	I/R	R	R	R/C	C
Uses an ethical approach when making notes electronically	-	-	-	I	I/R	R	R/C
Uses appropriate text type for presentation	-	I	I/R	R	R	R/C	C
Designs multimedia presentations using PowerPoint, Prezi and/or Voicethread	-	I	I/R	R	R/C	C	C
5. PRESENTING (Synthesis) – Synthesises selected information into connected ideas and an appropriate format for presentation	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Identifies patterns and relationships	I	I	I	R	R	R/C	C
Engages in reflective thinking to clarify a problem or develop an idea	I	I	I	R	R	R/C	C
Begins to predict possible outcomes	I	I	I/R	R	R	R/C	C
Recognises different forms of presentation	I	I	I/R	R	R	R/C	C
Takes into account the audience	I	I	I	R	R	R/C	C
Decides on appropriate presentation format	-	I	I/R	R/C	R/C	C	C
Prepares the presentation	I	I	I/R	R	R	R/C	C
Connects ideas logically and creatively	-	-	-	I	I/R	R	R/C
Debates an issue presenting several points of view	-	-	-	I	I/R	R	R/C
Uses subject specific terminology	-	-	I	I	I/R	R	R/C
Demonstrates complex and higher order thinking	-	-	-	I	I	R	R/C
Presents the information using appropriate organizational frameworks: <ul style="list-style-type: none"> – Written and word processed reports, recounts, procedures and lists – Oral reports, descriptions and comparison supported by graphic and pictorial information – Displays, models, diagrams and posters – Desktop publishing (borders, WordArt, clipart) – Drawings, illustrations, maps – Multimedia presentations, adding video and sound, eg podcasts, Windows MovieMaker – Flow charts, timelines, tables – Webpages 	I	I	I/R	R	R	R/C	C

Develops skills in using PowerPoint by: <ul style="list-style-type: none"> – Opening PowerPoint – Saving PowerPoint – Using a blank presentation or Design template – Inserting shapes, graphics and animations – Manipulating and resizing graphics – Using WordArt for headings – Using colour in backgrounds, fonts and shapes – Using slide transition and custom animation features – Using textboxes and manipulating the font – Saving graphics from the web to the presentation – Viewing the presentation – Linking slides in a PPT kiosk 	–	I	I/R	R	R/C	R/C	C
6. ASSESSING (Evaluation) – <i>Assesses self-progress through reflection, peer and teacher assessment and uses this for goal-setting and improving future learning</i>	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Through analysis of outcomes-based criteria the student:							
Decides whether the product meets the learning outcomes	I	I	I/R	R	R	R/C	C
Evaluates how well s/he worked through the research or Literature Circles process	I	I	I/R	R	R	R/C	C
Notices a growth in understanding or knowledge	I	I	I	R	R	R/C	C
Responds to assessment by teachers and peers	I	I	I/R	R	R	R/C	C
Uses this evaluation to set further goals	-	I	I	R	R	R	C
Uses evaluative strategies eg reflective journals	-	-	I	I/R	I/R	R/C	C
Decides what additional information and skills are needed for improvement	-	-	I	I/R	R	R/C	R/C
Respects the rights and opinions of others	I	I	I/R	R	R	R/C	R/C

SOURCES:

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St Andrew’s Cathedral School Library staff - Revised May 2011