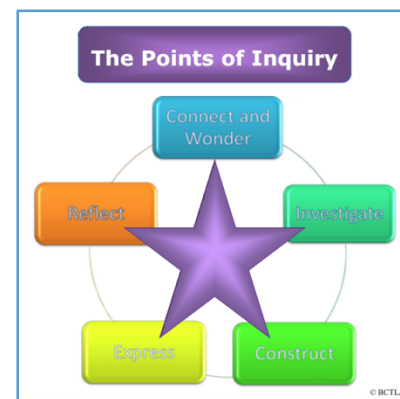


## Information Literacy Skills: Scope and Sequence K-7

Based on a compilation of the following resources:

- BCTLA Task Force. (2011) Points of Inquiry: A Framework For Information Literacy and The 21st Century Learner. BCTF. Retrieved from <http://bctf.ca/bctla/pub/documents/Points%20of%20Inquiry/PointsofInquiry.pdf>
- Surrey School District Library Handbook <https://www.surreyschools.ca/departments/EDSC/CurriculumInstruction/Library/Documents/SD36%20TL%20Handbook.pdf>
- New York Department of Education Curriculum <http://schools.nyc.gov/Academics/LibraryServices/StandardsandCurriculum/default.htm>



Points of Inquiry Steps	Skills: The student will...	K	1	2	3	4	5	6	7
1. Connect and Wonder	Activate prior knowledge related to a specific topic	I							
	Recognize characteristics of a 'good topic'				I				
	Ask focused questions on a topic		I						
	Decide what information is needed to support an investigate to answer the question			I					

I: Introduced

R: Reviewed (to avoid cluttering up the chart, assume concepts are reviewed in each subsequent grade level after it was introduced)

Points of Inquiry Steps	Skills: The student will...	K	1	2	3	4	5	6	7
		2. Investigate <i>(General skills)</i>	Find the reference section in the library	I					
	Tell the difference between non-fiction and fiction	I							
	Compare specialized resources (dictionary, thesaurus, encyclopedia...) and know when to use each one					I			
	Use features of reference sources (glossary, table of contents, index) to assess the appropriateness of resource			I					
	Use text features such as graphs, charts, tables				I				
	Evaluate the quality of electronic and print information					I			
Investigate <i>(Related to specific inquiry topic)</i>	Generate a list of keywords (search variables)					I			
	Conduct searches by author, title, keyword on library catalogue or online catalogue				I				
	Explore a variety of information resources (looks at more than one book on a topic) and decides which ones are useful		I						
	Consider culturally different and opposing viewpoints							I	
	Search by author, title, subject or keyword on ERAC database on our school library website and/or public library databases							I	
	Use bookmarked websites to find appropriate information				I				
	Use Boolean search and subject specific databases								I
	Understand the difference between primary and secondary sources							I	
	Begin to think about a resource to see if it has authority, is current, is biased and is accurate (ex. is Wikipedia accurate?)							I	

I: Introduced

R: Reviewed

Points of Inquiry Steps	Skills: The student will...	K	1	2	3	4	5	6	7
		3. Effective Use of Resource or Construct Skills	Listen, observe and/or read with a purpose	I					
Scan for headings				I					
Skim to find key words and phrases					I				
Find the main idea and supporting details			I						
Use the supporting details to make inferences				I					
Form opinions backed by supporting evidence						I			
Write simple notes (fact gathering)				I					
Understand the importance of paraphrasing (instead of copying)				I					
Sort notes into categories					I				
Sequence categories into a logical order					I				
Report information in pictures and key words			I						
Report information in sentences				I					
Report information in paragraphs					I				
Revise, edit and proofread drafts					I				

I: Introduced

R: Reviewed

Points of Inquiry Steps	Skills: The student will...	K	1	2	3	4	5	6	7
		4. Express Skills	Choose an appropriate format for sharing information				I		
	Understand that ideas and information is "owned" by the author		I						
	Understand the concepts of plagiarism and copyright				I				
	Include direct or indirect quotes						I		
	Record page numbers and citation information for quotes						I		
	List sources with author and title			I					
	List sources with author, title, publication details					I			
	List sources alphabetically				I				
	List sources alphabetically according to APA or MLA format							I	
	Publish and present			I					

I: Introduced

R: Reviewed

Points of Inquiry Steps	Skills: The student will...	K	1	2	3	4	5	6	7
		5. Reflection	Reflect on what worked and did not work			I			
	Consider constructive feedback from peers and teachers				I				
	Use self, peer and/or teacher-generated criteria to assess research report or presentation				I				
	Assess the research process and incorporate in future inquiry				I				

I: Introduced

R: Reviewed

### References:

Asselin, M., Branch, J., & Oberg, D. (Eds.). (2003). *Achieving Information Literacy: Standards for School Library Programs in Canada*. Ottawa, Ontario: Canadian Association for School Libraries.

Alberta's Curriculum <https://education.alberta.ca/>

BCTLA Task Force. (2011) Points of Inquiry: A Framework For Information Literacy and The 21st Century Learner. BCTF. Retrieved from <http://bctf.ca/bctla/pub/documents/Points%20of%20Inquiry/PointsofInquiry.pdf>

British Columbia's Curriculum <https://curriculum.gov.bc.ca/>

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<http://schools.nyc.gov/Academics/LibraryServices/StandardsandCurriculum/default.htm>

Ontario's Curriculum <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>

Surrey School District Library Handbook

<https://www.surreyschools.ca/departments/EDSC/CurriculumInstruction/Library/Documents/SD36%20TL%20Handbook.pdf>