The following Information Literacy Scope & Sequence (ILSSS) describes the skills and strategies students will learn that will form, “*the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning*.”

--- (Association of College and Research Libraries, 2000)

The Primary School Scope & Sequence carries forward some of the previously learned skills from one grade level to the next, along with new standards taught, as repetition and review are essential within the structure of the Primary School Library Program.

The Library Director will collaborate with each division in planning the integration of the ILSSS.

**San Domenico School / Information Literacy Skills Scope & Sequence**

Based on CSLA and AASL Information Literacy Standards

**Primary School**

**Kindergarten**  (New Standards)

* Knows where to find appropriate reading-level books
* Identifies parts of a book (e.g., cover, title, author, illustrator, spine)
* Learns to sit quietly with a group for story-telling time
* Demonstrates respect for library material and other users
* Makes real-life connections to books that are read
* Understands library procedures and rules

**1st Grade** (Review Topics, New Standards)

* Knows where to find appropriate reading-level books
* Identifies parts of a (e.g., book, cover, title, author, illustrator, spine, spine label)
* Can sit quietly with a group for story-telling time
* Demonstrates respect for library material and other users
* Makes real-life connections to books that are read
* Can compare and contrast different versions of similar stories
* Understands library procedures and rules for circulation and care of resources
* Understands the difference between fiction & non-fiction books
* Begins to make the transition from choosing picture books to easy readers for recreational reading
* Begins to identify structural elements of fiction (e.g. plot, character, setting, theme)
* Can discuss with some clarity the plot and characters of a book

**2nd Grade** (Review Topics, New Standards)

* Knows Library Procedures for Circulation and Care of Equipment
* Makes real-life connections to books that are read
* Can identify structural elements of fiction (e.g. plot, character, setting, theme)
* Begins to identify appropriate-level reading material by clues contained on book jackets and by skimming the text inside
* Understands that fiction books are shelved alphabetically by author’s last name according to the Dewey Decimal Classification System
* Understands purpose of Book Awards (e.g. Newbery, Caldecott)
* Can compare and contrast plot, settings, characters and themes
* Begins to develop an appreciation for a wide range of literature in different genres
* Understands the layout of the Primary School collection

**3rd Grade** (Review Topics, New Standards)

* Understands that fiction books are shelved alphabetically by author’s last name according to the Dewey Decimal Classification System
* Understands purpose of Book Awards (e.g. Newbery, Caldecott)
* Can compare and contrast plot, settings, characters and themes
* Understands the layout of the Primary School library and can locate the different components of the collection
* Develops an appreciation for a wide range of literature in different genres
* Uses an index to find information in a non-fiction book
* Understands the purpose of the automated library catalog (OPAC) and can perform a simple OPAC search
* Learns the basic non-fiction Dewey classification system of numbers and can locate them on the spine labels
* Identifies the bibliographic parts of a book (e.g. table of contents, publisher, copyright date, call number)
* Can confidently participate in library class discussions about books and the elements of plot, character, setting and theme
* Reads widely and fluently to make connections with self, the world and previous reading

**4th grade** (Review Topics, New Standards)

* Can confidently participate in library class discussions about books and the elements of plot, character, setting and theme
* Develops an appreciation for a wide range of literature in different genres
* Reads widely and fluently to make connections with self, the world and previous reading
* Understands the layout of the Primary School library and can locate the different components of the collection
* Uses an index to find information in a non-fiction book
* Uses the table of contents, index, glossary to locate information in non-fiction resources
* Understands the basic capabilities of the library catalog and performs basic searches using the title, author, subject, and keyword search functions
* Uses index, table of contents and chapter sub-headings to locate information in non-fiction texts
* Understands the Dewey Decimal Classification system of organization and can find books on the shelf independently using the Online Catalog
* Builds a formal bibliography or works cited list, using an appropriate format
* Uses resources on the library webpage such as the Online Encyclopedia and the Bookmarked Web Pages for class projects

**5th Grade** (Review Topics, New Standards)

* Reads widely and fluently to make connections with self, the world and previous reading
* Understands the basic capabilities of the library catalog and performs basic searches using the title, author, subject, and keyword search functions
* Builds a formal bibliography or works cited list, using an appropriate format
* Uses resources on the library webpage such as the Online Encyclopedia and the Bookmarked Web Pages for class projects
* Understands fair use and plagiarism and why copyright infringement is unacceptable
* Identifies and uses keywords to find specific information contained in online information systems
* Identifies online terms and their uses (home page, web page, URL, search engine)
* Begins to use keywords to find specific information contained on the World Wide Web
* Can respond to literature and creative expressions of ideas in various formats and genres

**San Domenico School / Information Literacy Skills Scope & Sequence**

Based on CSLA and AASL Information Literacy Standards

**Middle School**

**6th Grade** (Review topics, New Standards)

* Understands the Dewey Decimal Classification System and can perform OPAC searches to assist in finding print resources for personal and academic reasons
* Reads widely and fluently to make connections with one’s self, community and the world at large
* Reads for pleasure and expresses an interest in various literary genres
* Records title, author and other citation elements systematically while accessing information and builds a formal source list using the MLA citation format
* Uses the Online Encyclopedia for projects and assignments
* Understands appropriate strategies to find relevant information in print resources (e.g., index, table of contents, chapter headings, etc.)
* Uses materials and equipment responsibly and can describe the privileges and responsibilities outlined in the school’s Internet Use and Academic Integrity policies
* Shares information with audiences by conveying clear and accurate information in an oral presentation
* Obtains information from maps, photos, charts, graphs
* Uses the ‘find’ function to locate information in digital resources
* Effectively uses digital spell and grammar checkers on final drafts
* Follows an inquiry-based process and learns to independently select print and digital curriculum materials
* Understands the basic structure of a well-organized, information gathering process such as the Big6 ™ Research Model that emphasizes:
  + pre-search strategies such as brainstorming and use of prior knowledge
  + advanced information-seeking strategies
  + organization and synthesis of information collected
  + selection of appropriate presentation format
  + evaluation of the process and the product
* Understands that the research process and product are equally important
* Understands fair use and plagiarism and why copyright infringement is unacceptable

**7th Grade** (New Standards)

* Learns the use of a scanner for projects or assignments
* Locates information in periodicals using the advanced search functions available on online databases
* Understands the structure of the World Wide Web, how search results are gathered and the importance of domain names in selecting appropriate websites for research
* Uses advanced search strategies (keyword, Boolean and Power Googling ™) to locate authoritative and relevant online information
* Uses the Big6™ research model to draft a clear, coherent and focused research product, including introduction, supporting information, and conclusion that exhibits awareness of purpose and audience
* Knows a variety of ways to engage the audience during research presentations (e.g., voice modulation, gestures, questions, use of props, audience participation)
* Displays initiative by posing questions and investigating beyond the superficial collection of facts
* Presents information collaboratively through a written, audio or visual format

**8th Grade** (New Standards)

* Uses bibliographies in books and digital resources to access additional information
* Learns to compare and evaluate the credibility and comprehensiveness of print, and non-print information
* Understands that a free flow of information is essential in a democratic society
* Makes sense of information by identifying misconceptions, conflicting information and point of view or bias
* Uses valid information and reasoned conclusions to make ethical decisions
* Considers diverse and global perspectives in drawing conclusions
* Learns to evaluate the credibility, comprehensiveness, and value of print, non-print and digital information sources

**San Domenico School / Information Literacy Skills Scope & Sequence**

Based on CSLA and AASL Information Literacy Standards

**High School**

**9th Grade** (Review topics, New Standards)

* Understands the Dewey Decimal system of classification and uses the Online Catalog to locate resources independently
* Independently reads a wide variety of classic and contemporary literature, along with print or online magazines, newspapers and website information
* Follows an inquiry-based process and learns to independently select print and digital curriculum materials
* Uses the Big6™ research model to draft a clear, coherent and focused research product, including introduction, supporting information, and conclusion that exhibits awareness of purpose and audience
* Uses advanced search strategies (keyword, Boolean and Power Googling ™) to locate authoritative and relevant online information
* Locates information in periodicals using the advanced search functions available on online databases
* Understands the structure of the World Wide Web, how search results are gathered and the importance of domain names in selecting appropriate websites for research
* Records title, author and other citation elements systematically while accessing information and builds a formal source list using the MLA citation format
* Uses bibliographies in books and digital resources to access additional information
* Understands fair use and plagiarism and why copyright infringement is unacceptable
* Uses materials and equipment responsibly and can describe the privileges and responsibilities outlined in the school’s Internet Use and Academic Integrity policies
* Learns to evaluate the credibility, comprehensiveness, and value of print, non-print and digital information sources
* Knows a variety of ways to engage the audience during research presentations (e.g., voice modulation, gestures, questions, use of props, audience participation)
* Considers diverse and global perspectives in drawing conclusions.
* Presents information collaboratively through a written, audio or visual format
* Collaborates with others to exchange ideas, develop new understanding and solve problems while participating actively in learning situations, group discussions and final presentations
* Connects understanding to the real world and creates products that apply to authentic real-world contexts
* Differentiates between scholarly and popular publications in print and digital formats
* Cites sources in text, using a standard footnoting, or citation system
* Quotes or paraphrases information to avoid plagiarism

**10th – 12th Grade**

* Understands that some areas of investigation have inadequate existing material and require a change in plan, topic or original research.
* Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
* Creates products in video, audio, and online formats that apply to authentic, real-world contexts
* Cites sources in text, using a standard footnoting, or citation system
* Publishes online content that is appropriate to the curriculum and personal interests
* Draws clear and appropriate conclusions supported by evidence and examples
* Presents a report visually, orally or in writing that conveys a clear point of view with evidence supporting that perspective
* Determines whether resources are designed to persuade, educate, inform, or sell.
* Assesses the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
* Understands the Library of Congress classification system