

Sanborn Regional School Information Literacy Template

Grade 6 Planning Sheet

Name of Teacher: _____

Grade Level: **6** **7** **8**

Class: _____

Number of students _____

Date: _____ / _____ / _____

Time: _____ : _____ : _____ : _____ : _____

Brief Description of Activity:

Responsibilities:

Classroom Teacher	Item	Media Generalist
	Preparation of handouts	
	Location of resources	
	Demonstrations	
	Activity Instructions and Expectations	
	Assessment Criteria	
	Monitoring Content	
	Monitoring Skills	
	Assessment of Content	
	Assessment of Skills	

Highlight the information literacy skill targeted in this activity:

Determines The Need for information

- Identifies the information problem or question to be answered
- Relates what is already known to the information need
- Formulates general and specific research questions using a variety of questioning Skills
- Revise and narrow the information questions to focus on the information need

Develops Information Seeking Strategies

1. Identifies relevant sources of information including print, non-print, electronic, human and community resources
2. Evaluates possible sources based on criteria of timeliness, genre, point of view, bias, and authority
3. Selects multiple sources that reflect differing or supporting points of view
4. Identifies and selects keywords and phrases for each source, recognizing that different sources use different terminology for similar concepts
5. Organizes ideas, concepts, and phrases using webbing, outlines, trees, or other visual or graphic tools
6. Focuses search strategies on matching information needs with available resources

Locates and Accesses Information Sources

1. Identifies the classification system used in the school library media center, and other local libraries
2. Locates materials using the classification system of the school library media center and other local libraries
3. Uses an on-line catalog and other databases of print and electronic resources
4. Recognizes differences in searching bibliographic records, abstracts, or full text databases
5. Searches for information by subject, author, and title
6. Uses Boolean operators with guidance to narrow or broaden searches
7. Uses biographical dictionaries, thesauruses, and other common references tools in both print and electronic formats
8. Uses a search engine to locate appropriate Internet resources

Evaluates and Selects Information From a Variety of Print, Non-Print, and Electronic Forms

1. Examines selected resources for pertinent information using previewing techniques to scan for major concepts and keywords
2. Differentiates between primary and secondary sources
3. Distinguishes between fact and opinion; recognizes point of view or bias
4. Determines if information is timely, valid, accurate, comprehensive, and relevant
5. Analyzes and evaluates information presented in charts, graphs, and tables
6. Locates indicators of authority for all sources of information
7. Selects resources in formats appropriate to content and information need and compatible with his/her learning style.

Records and Organizes Information

1. Uses note taking strategies including summarizing and paraphrasing
2. Records concise notes in a prescribed manner, including bibliographic information
3. Credits sources and cites references appropriately using parenthetical entries with a works cited page or bibliography
4. Organizes and compares information using graphic organizers, storyboarding and other relational techniques
5. Organizes information in a systematic manner appropriate to question, audience, and intended format of presentation
6. Records sources of information in a standardized bibliographic format

Interprets and Uses Information to Solve a Problem or Answer a Question.

1. Compares and integrates new information with prior knowledge
2. Analyzes information for relevance to the question
3. Analyzes finding to determine need for additional information
4. Gathers and synthesizes additional information as needed
5. Draw conclusions to address the problem or question

Communicates the Results of Research and Inquiry in a Format Appropriate to Audience and Topic

1. Determines the audience and purpose for the product or presentation
2. Identifies possible communication or production formats
3. Selects a presentation format (e.g. speech, paper, web page, video) appropriate to the topic, audience, purpose, content, and technology available
4. Develops an original product or presentation which addresses the information problem or question

Evaluates the information Product and Process

1. Identifies the criteria to be used in judging both the product or presentation and the process
2. Determines how well research conclusions and product meet the original information need or question based on identified criteria
4. Assesses the process based on identified criteria
5. Summarizes ways in which the process and product can be improved

Sanborn Regional School Information Literacy Template

Grade 7 Planning Sheet

Name of Teacher: _____

Grade Level: **6** **7** **8**

Class: _____

Number of students _____

Date:
 ___ / ___ / ___

Time:
 ___ : ___ : ___ : ___ : ___

Brief Description of Activity:

Responsibilities:

Classroom Teacher	Item	Media Generalist
	Preparation of handouts	
	Location of resources	
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Sanborn Regional School Information Literacy Template

Grade 8 Planning Sheet

Name of Teacher: _____ **Grade Level:** **6** **7** **8**

Class: _____ **Number of students** _____

Date: **Time:**

___ / ___ / ___ ___ : ___ ___ : ___ ___ : ___ ___ : ___

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