

Information Literacy Essential Questions

| | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 7 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|---|---|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| UNDERSTANDING THE CONTEXT | Why does context matter? How much do I need to know before I understand? | | | | | | | | | | | |
| BROWSING AND GRAZING GRAZING | How do I choose what to examine and what to ignore? | | | | | | | | | | | |
| DEFINING A NEED STATING A GOAL FORMING A FOCUS ASKING A QUESTION | What is the information problem I am trying to solve? What do I need to know? What are the characteristics of a focus? What is the purpose of a question? | | | | | | | | | | | |
| IDENTIFYING LIKELY SOURCES DESIGNING A SEARCH STRATEGY | Why plan before I search? Why are some sources more likely to be useful for this need? What would the very best results look like? How is a strategy different than a rule? | | | | | | | | | | | |
| LOCATING RESOURCES | How is my access to information affected by its arrangement or organization? | | | | | | | | | | | |
| ASSESSING SUITABILITY TO TASK IDENTIFYING MISSING INFORMATION | How do I determine what is appropriate to my need? What are my "blind spots" in searching? Why are some "voices" missing? | | | | | | | | | | | |
| REVISING SEARCH STRATEGY | How do I know when to stop searching? | | | | | | | | | | | |
| COMPREHENDING THE INFORMATION | How do I know I understand what I am reading? What do I do when I don't understand the information? | | | | | | | | | | | |
| RECORDING INFORMATION | What is the value of attributing the ideas and words of others? | | | | | | | | | | | |
| ORGANIZING INFORMATION | What patterns do I see in the information? | | | | | | | | | | | |
| INTERPRETING INFORMATION COMPARING, JUDGING, ANALYZING | How can I explain contradictions? From whose perspective is this information, and how does that affect my evaluation? What is valid evidence? | | | | | | | | | | | |
| SYNTHESIZING A POSITION DEVELOPING A POINT OF VIEW FORMING A CONCLUSION | What common misconceptions might my audience have? What biases and assumptions do I have? Can I imagine variables – what if...? What part of my position or conclusion is a theory? Opinion? Fact? How does this relate to me? So what – why does this matter? | | | | | | | | | | | |
| COMMUNICATING THE INFORMATION | How are my views about this shaped by the form of communication I use? | | | | | | | | | | | |
| SELF-EVALUATING PROCESS | What are my strengths and weaknesses in information literacy? What do I do when I don't know what to do? How is an information literate person like a poet? Like a scientist? | | | | | | | | | | | |
| SELF-EVALUATING PRODUCT | How can I best show this information? What does my audience fail to learn from this format? | | | | | | | | | | | |

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For additional material see <http://www.NoodleTools.com> "Resources for Teachers"