

Research Skills Breakdown

	Information Literacy			Media Literacy			Ethical Use		
	Formulating and Planning	Gathering and Recording	Synthesizing and interpreting	Evaluating and communicating	Consuming and processing	Considering online perspectives	Creating	Ethical Use	Reliability of sources
Pre-K	I begin to ask questions to help me understand	I can find information I need from resources my teacher provides.	I can find 2 pieces of information and say if they are similar or different.	I can look for connections between pieces of information	With my teacher, I begin to use online platforms to find information	I can vote to say whether I agree or disagree with information I am shown	I can share information in more than one way (e.g. use a picture or write a sentence)	I am part of a class that uses media safely and honestly	I can vote with my classmates to say if I think information is true or false on a website
	With my teachers help I can follow the inquiry cycle.	I can use all of my senses to notice details	I can sort and categorise information with my teacher.	I can talk about how I got my information	I can vote yes or no on whether I think a website my teacher shows the class has helpful information	My teacher shares information from more than 1 source and we talk about them together	When given options by my teacher I can choose one way to share my learning	I take part in discussions about where information comes from	I can ask questions about information
	I can make a choice about what information I need to answer a question	I can talk to my teacher to share what I have learned.	I can identify the author	I can share information by talking to my teacher					
KG1	I can ask questions about my inquiry and make connections.	I can find information I need from resources my teacher provides.	I can find 2 pieces of information and say if they are similar or different.	I can look for connections between pieces of information	With my teacher, I begin to use online platforms to find information	I can say whether I agree or disagree with information or ideas online	I can share information in more than one way (e.g. use a picture or write a sentence)	I am part of a class that uses media safely and honestly	I can vote with my classmates to say if I think information is true or false on a website
	With my teachers help I can follow the inquiry cycle.	I can use all of my senses to notice details	I can sort and categorise information with my teacher.	I can talk about how I got my information	I can participate in discussions with my teacher and classmates about whether information we find online is helpful.	My teacher shares information from more than 1 source and we talk about them together	When given options by my teacher I can choose one way to share my learning	I take part in discussions about where information comes from	I can ask questions about information
	I can make a choice about what information I need to answer a question	I can identify the author8	I can identify the author	I can share information with different audiences					

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KG2	I can ask questions about my inquiry and make connections.	I can gather information to answer my question.	I can find 2 pieces of information and say if they are similar or different.	I can look for connections between pieces of information	With my teacher, I begin to use online platforms to find information	I can say whether I agree or disagree with information or ideas online	I can share information in more than one way (e.g. use a picture or write a sentence)	I am part of a class that uses media safely and honestly	I take part in discussions about whether all information online is truthful.
	With my teachers help I can follow the inquiry cycle.	I can use all of my senses to notice details	I can sort and categorise information with support.	I can talk about how I got my information	I can participate in discussions and share my ideas about which online platforms might be helpful for our inquiries.	My teacher shares information from more than 1 source and we talk about them together	When given options by my teacher I can choose one way to share my learning	I am part of discussions about where information comes from and how we share it	I can ask questions to help decide if something is true
	I can make a choice about what information I need to answer a question	I can make pictures and labels/video to share what I have learned.	I can identify the author	I can share information with different audiences					
1	I can share my questions with others and think about which questions help our inquiry the most	I can gather information to answer my question.	I can find 2 pieces of information and say if they are similar or different.	I can look for connections between pieces of information	I can use online platforms to find information with my teacher's guidance	I can discuss how an online author feels about different topics	I can communicate my ideas and information using video, writing, pictures on paper and using Seesaw	I am safe and honest when using media	I take part in discussions about whether all information online is truthful.
	I can discuss with my teacher what step to take next in my inquiry.	I can use all of my senses to notice details	I can sort and categorise information with support.	I can tell my audience where I found my information	I can participate in discussions and share my ideas about which online platforms might be helpful for our inquiries.	I gather information from multiple sources to support my thinking	I can choose the most effective way to share my learning	I am part of discussions about where information comes from and how we share it	I can ask questions to help decide if something is true
	I can distinguish between appropriate and inappropriate tools and sources.	I can use a strategy to record my information with support from my teacher.	I can identify the author and talk about why they might have written this.	I can share my information in more than 1 way					

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2	I can share my questions with others and think about which questions help our inquiry the most	I can gather information from more than one place.	I can choose the most useful information or data.	With support I can identify patterns and relationships from data and information I have gathered.	I can use online platforms to find information with my teacher's guidance	I can discuss how an online author feels about different topics	I can communicate my ideas and information using video, writing, pictures on paper and using Seesaw	I am safe and honest when using media	I take part in discussions about whether all information online is truthful.
	I can discuss with my teacher what step to take next in my inquiry.	I can use all of my senses to notice details	I can sort and categorise information with support.	I can tell my audience where I found my information	I am beginning to ask and answer questions about the information I find online to decide whether I can trust it.	I gather information from multiple sources to support my thinking	I can choose the most effective way to share my learning	I think about and discuss the impact of my choices on others when creating or consuming digitally	I can ask questions to help decide if something is true
	I can distinguish between appropriate and inappropriate tools and sources.	I can use a strategy to record my information with support from my teacher.	I can identify the author and talk about why they might have written this.	I can share my information in more than 1 way					

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3	I can ask questions, sort them by concept and evaluate which questions are most useful.	I can gather information from more than one place.	I can choose the most useful information or data.	With support I can identify patterns and relationships from data and information I have gathered.	With guidance I can select and use appropriate online platforms to find information	I can talk about how information from online sources has different perspectives	I can communicate my ideas and information using different media and on both Seesaw and one other platform	I always say where I got my information from and make principled decisions about how to use media	I am aware that not all information is reliable and I think about this when consuming information
	I can use the inquiry cycle to help my complete my inquiry in a way that makes sense.	I can use all of my senses to notice details	I can sort and categorise information	I can tell my audience where I found my information	I am beginning to ask and answer questions about the information I find online to decide whether I can trust it.	I gather information from multiple sources to support my thinking	I can choose the most effective way to share my learning and explain my choice	I think about and discuss the impact of my choices on others when creating or consuming digitally	I can take part in discussions and ask questions to help decide if information is reliable
	I can distinguish between appropriate and inappropriate tools and sources.	I can choose a strategy to record my information with support from my teacher.	I can begin to discuss the author's purpose.	I can choose which way I'd like to share my information					

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4	I can ask questions, sort them by concept and evaluate which questions are most useful.	I can gather information to answer my question from a variety of media.	I can take relevant bits of information from different sources and put it together into a format that makes sense	I can identify patterns and relationships from data and information I have gathered.	I can independently select and use appropriate online platforms to find information	I seek out a variety of perspectives from online sources	I can communicate my ideas and information using different media and on both Seesaw and one other platform	I always say where I got my information from and make principled decisions about how to use media	I am aware that not all information is reliable and I think about this when consuming information
	I can use the inquiry cycle to help my complete my inquiry in a way that makes sense.	I can use all of my senses to notice details	I can sort and categorise information	I recognise my sources when I communicate my findings	I can use critical thinking skills to assess information I find online.	I gather information from multiple sources to support and challenge my thinking.	I can choose the most effective way to share my learning and explain my choice	I think about and discuss the impact of my choices on others when creating or consuming digitally	I can take part in discussions and ask questions to help decide if information is reliable
	I can select appropriate tools/sources to help me with my inquiry	I can choose a strategy to record my information with support from my teacher.	I can identify the author's purpose	I choose a platform to share my findings after I consider who my audience will be.					

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5	I am aware of what I want/need to find out and I can ask questions to drive this inquiry	I can gather information from a variety of sources (primary/secondary)	I can take relevant bits of information from different sources and put it together into a format that makes sense	I can identify patterns and relationships from data and information I have gathered.	I can independently select and use appropriate online platforms to find information	I seek out a variety of perspectives from online sources	I can communicate my ideas and information using different media and platform types including Teams	I am principled and show integrity when interacting with media	I am aware of bias and can begin to identify value and limitations through the origin and purpose with support from my teacher
	I can predict the steps I need to take in an inquiry and use these to make a plan	I can notice and select appropriate details.	I can sort and categorise information	I recognise my sources when I communicate my findings	I can use critical thinking skills to assess information I find online and discuss their Origin and Purpose.	I gather information from multiple sources to support and challenge my thinking.	I consider effectiveness and efficiency when selecting a communication method for my ideas and creations.	I consider the impact of choices I make on others.	I use tools and critical thinking to determine the trustworthiness of a source.
	I can select appropriate tools/sources to help me with my inquiry	I can identify the most appropriate method to record the details of my findings	I can identify the author's purpose	I choose a platform to share my findings after I consider who my audience will be.					