

Question and Plan	Q-1.1 I recall what I already know about something, and I think about what I want to learn.	Q-1.2 I ask questions to find out more about what I want to learn, and I guess how things might work or what might happen.	Q-1.3 I ask “how,” “why,” and “what if” questions, and I know when I need more information to answer my questions.	Q-1.4 I decide if I am asking the right questions, and I change them if necessary to get the information I need.
	Q-2.1 I follow a plan my teacher gives me.	Q-2.2 I change a plan my teacher gives me, or I work with my teacher or peer(s) to develop a plan to complete my work.	Q-2.3 I design my own plan to help me map out how I will complete my work.	Q-2.4 I check in on my plan as I work, and I make any needed changes to it in order to complete my work.
Gather and Make Sense	G-1.1 I find information I need, from materials, people, and/or websites that my teacher gives me.	G-1.2 I work with my teacher, with peers, and/or on my own to figure out where I can find needed information, and then I find the information.	G-1.3 I search for information in many ways, and I narrow my search to find just the right information.	G-1.4 I decide which strategies for finding information are the most appropriate and useful for my work.
	G-2.1 I pick out the important pieces of information that answer my question(s).	G-2.2 I determine if the information I find is useful for my purpose, and if I have enough information to answer my questions.	G-2.3 I figure out if the information I find is true and if I can trust its source.	G-2.4 I think critically about the information I find, and about its source, to determine if it might be biased in any way.
	G-3.1 I take notes in my own words using a guide my teacher has given me.	G-3.2 I take notes in my own words and I organize them so they make sense.	G-3.3 I categorize my information using my own organizational strategies.	G-3.4 I learn about different strategies for organizing my information, and I decide which strategies are the most appropriate and useful for my work.
Produce to Show Understanding	P-1.1 I follow my teacher’s directions to create my work.	P-1.2 I help come up with criteria for my work.	P-1.3 I create criteria suitable for my work.	P-1.4 I revisit my criteria and make changes, as needed, to improve my work.
	P-2.1 I make a product using the given format to show I understand.	P-2.2 I pick, from a given list of options, the best way to demonstrate my learning, and I make a product that shows I understand.	P-2.3 I creatively modify or combine given ways to show my learning.	P-2.4 I decide how to produce my work to best show evidence of my learning.
	P-3.1 I edit my work to match the given criteria and based on feedback I get from my teacher and peers.	P-3.2 I make the content of my work clear and appealing for my audience, and I revise it based on feedback and/or criteria.	P-3.3 I share my work with a broader audience to get feedback in order to improve my work.	P-3.4 I analyze the work I have created, so that I can solve problems and take action in the world.
Communicate	C-1.1 I show and explain the plan I followed, the information I gathered, or the work I created to an audience my teacher selected.	C-1.2 I work with my teacher to find an appropriate audience with whom to share my work.	C-1.3 I communicate my work with an audience of my choosing.	C-1.4 I look for and communicate with a broader audience and share my work to improve my understanding and/or to help others.
	C-2.1 I show and explain the plan I followed, the information I gathered, or the work I created.	C-2.2 I ask for feedback on my work to learn what to do more of and what to do less of next time.	C-2.3 I use the feedback I get to set goals for what to keep doing and what to change the next time I create a product.	C-2.4 I edit my product based on feedback, and I share it again to get more feedback.
Reflect	R-1.1 I talk about what I have learned and how I learn best.	R-1.2 I think about what I have learned, what I did well, and what I could do better next time.	R-1.3 I set my own learning goals and think about strategies that will help me to meet them.	

* This student-friendly version of the *Developmental Continuum for Literacy with ICT Across the Curriculum* was created for students to use during self-assessment as learning. Teachers are expected to use the main *Developmental Continuum for Literacy with ICT Across the Curriculum*, available at www.edu.gov.mb.ca/k12/tech/ict/teachers/show_me/continuum.html, to plan instruction and to observe students.

** ICT—information and communication technology

Additional resources supporting *Literacy with ICT Across the Curriculum* are available on the Manitoba Education and Training website at www.edu.gov.mb.ca/k12/tech/ict/.