

Yr 1/2 CWICER Information Literacy Framework /Level 1	
Year 1/2	
<b>Connect</b>	<p>C1. Identifies one or two key words about a topic, problem or question with guidance from the librarian</p> <p><b>C2. Connects ideas to own interests.</b></p> <p><b>C3. Shares what is known about general topic to elicit and make connections to prior knowledge?</b></p> <p>C4 Restates/retells and asks questions about the topic, problem or question with guidance.</p>
<b>Wonder</b>	<p>W1. Formulates questions related to listening activities.</p> <p>W2. Adds to K-W-L chart constructed by class by helping develop questions for</p> <p>W-wonder. (K- What we already <b>know</b>. W- What we <b>want</b> to find out. L-What have we <b>learnt</b>)</p>
<b>Investigate</b>	<p>IN1. Uses ABC arrangement of picture books to locate materials.</p> <p><b>IN2. Understands the basic organisational structure of books.</b></p> <p><b>IN3. Distinguishes between fiction and non-fiction resources.</b></p> <p>IN4. Uses material provided to find answers to questions posed.</p> <p>IN5. Demonstrates the ability to use the library and check out books.</p> <p>IN6. Recognises that non-fiction resources in the library are organised by categories and begins to associate the Dewey numbers with areas of interest.</p> <p><b>IN7. Recognises that fiction and picture books are organised by the author's last name in A-B-C order.</b></p> <p>IN8. Recognises the purpose of the online catalogue to locate materials</p> <p>IN9. Selects and uses appropriate sources with guidance, including picture dictionaries and beginning encyclopaedias, to answer questions.</p> <p>IN10. Interprets information represented in pictures, illustrations, simple charts and verbalises main idea.</p> <p><b>IN11. Distinguishes between fact and opinion.</b></p> <p><b>IN12. Finds facts and briefly summarises them via writing, drawing, or verbalisation to answer research questions.</b></p>
<b>Construct</b>	<p><b>CO1. Demonstrates simple organisational skills such as sorting and categorising.</b></p> <p><b>CO2. Draws a conclusion about the main idea with guidance.</b></p> <p>CO3. Completes the L portion of the K-W-L chart with what new ideas were learned.</p>
<b>Express</b>	<p><b>E1. Presents facts and simple answers to questions.</b></p> <p>E2. Uses writing process to develop expression of new understandings.</p> <p>E3. Uses format chosen by the teacher.</p>
<b>Reflect</b>	<p><b>R1. Identifies won strengths and sets goals for improvement.</b></p> <p><b>R2. Asks, "what do I wonder about now"?</b></p>

Yr 3 CWICER Information Literacy Framework	
Year 3/ Level 2	
<b>Connect</b>	<p>C1. <b>Recognizes that questions can be answered by finding information.</b></p> <p>C2. Identifies the overall “big picture” idea by stating it orally or drawing a picture.</p>
<b>Wonder</b>	<p>W1. <b>Asks “I wonder” questions about the research topic.</b></p>
<b>Investigate</b>	<p>IN1. Uses ABC arrangement of fiction books to locate materials.</p> <p>IN2. <b>Follows a modelled inquiry process during each visit to the library to do research.</b></p> <p>IN3. Uses online encyclopaedias, magazines databases, and other technology resources with guidance.</p> <p>IN4. Selects and uses appropriate sources with guidance, including dictionaries, periodicals, maps, and globes, to answer questions.</p> <p>IN5. <b>Writes, draws, or verbalizes the main idea and supporting details.</b></p> <p>IN6. Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases).</p>
<b>Construct</b>	<p>CO1. <b>Compares new ideas with what was known at the beginning of the inquiry.</b></p>
<b>Express</b>	<p>E1. Begins to understand concept of “audience”.</p> <p>E2. <b>Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).</b></p> <p>E3. Identifies the names of sources used.</p> <p>E4. Uses technology tools chosen by teacher or librarian to create written products.</p>
<b>Reflect</b>	<p>R1. <b>Identifies own strengths and sets goals for improvement.</b></p>

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Yr 4 CWICER Information Literacy Framework	
Year 4/Level 3	
<b>Connect</b>	<p>C1. Connects ideas in texts to own interests.</p> <p>C2. States what is known about the problem or question and makes connections to prior knowledge.</p>
<b>Wonder</b>	<p>W1. Formulates questions about the topic with guidance.</p> <p>W2. Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.</p>
<b>Investigate</b>	<p>IN1. <b>Identifies the ten major Dewey areas and what main topics are included in each.</b></p> <p>IN2. Locates nonfiction material at appropriate reading level.</p> <p>IN3. <b>Searches the online catalogue (author, title, and subject) with assistance to locate materials.</b></p> <p>IN4. <b>Uses bookmarked Websites to find appropriate information.</b></p> <p>IN5. Selects and uses multiple appropriate print, nonprint, electronic and human sources (e.g., thesauri, general encyclopaedias, and periodical databases) to answer questions.</p> <p>IN6. Uses at least two sources for research projects.</p> <p>IN7. Questions text during reading or listening.</p> <p>IN8. Uses simple note taking strategies (e.g., graphic organizers).</p> <p>IN9. Identifies and uses the organizational structures of a nonfiction book (table of contents, index and glossary) to locate information.</p>
<b>Construct</b>	<p>CO1. Uses a variety of strategies to determine important ideas.</p> <p>CO2. <b>States the main idea.</b></p> <p>CO3. Organizes information using a teacher provided tool.</p>
<b>Express</b>	<p>E1. Communicates new understandings through combining, predicting, illustrating and constructing.</p> <p>E2. <b>Chooses the format for the product based on audience or purpose.</b></p> <p>E3. Uses visuals and multimedia to communicate meaning.</p> <p>E4. <b>Presents information clearly so that main points are evident.</b></p>
<b>Reflect</b>	<p>R1. Identifies and evaluates the important features for a good product.</p> <p>R2. <b>Assesses and revises own work with guidance.</b></p> <p>R3. <b>Identifies own strengths and sets goals for improvement.</b></p> <p>R4. Asks "What...would I like to learn more about?"</p>

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Yr 5 CWICER Information Literacy Framework	
Year 5/Level 4	
<b>Connect</b>	<b>C1. Generates a list of key words for a research-based project with guidance</b>
<b>Wonder</b>	W1. <b>Asks questions to clarify topics or details.</b> W2. <b>Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.</b>
<b>Investigate</b>	IN1. <b>Uses selected search engines to find appropriate information.</b> IN2. Uses pre-selected primary sources to gather information. IN3. Uses pre-selected Web resources to locate information. IN4. Selects and uses multiple appropriate print, nonprint, electronic and human sources (e.g., almanacs, indexes, specialized dictionaries and encyclopaedias, and databases) to answer questions. IN5. Uses skim/scan to locate information that is appropriate to age and ability level. IN6. Distinguishes between fact and opinion. IN7. Uses various note taking strategies (e.g., highlighting, graphic organizers). IN8. <b>Paraphrases, summarizes information that answers research questions.</b> IN9. Identifies and uses the organizational structures of a nonfiction book (bibliography and appendix) to locate information. IN10. Follows a model or template provided to complete inquiry project and follows a timeline.
<b>Construct</b>	<b>CO1. Identifies facts and details that support main ideas.</b> CO2. Notes similarities and differences in information from two different sources. <b>CO3. Uses common organizational patterns (chronological order, main idea with supporting details) to organize information.</b> CO4. Draws a conclusion about the main idea.
<b>Express</b>	E1. Uses pre-writing to brainstorm ideas for most effective way to present conclusions. E2. Drafts the presentation/product. E3. Understands the concept of "audience"; determines audience before creating product.
<b>Reflect</b>	R1. <b>Identifies and evaluates the important features for a good product.</b> R2. <b>Assesses and revises own work with guidance.</b> R3. <b>Identifies own strengths and sets goals for improvement.</b>

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Yr 6 CWICER Information Literacy Framework	
Year 6/Level 5	
Connect	C1. <b>Use sources to acquire background information and brainstorm ideas for further inquiry.</b>
Wonder	W1 <b>Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.</b> W2. Forms tentative thesis about main idea with guidance.
Investigate	IN1. <b>Select and use multiple appropriate print, non-print, electronic, and human sources to answer questions.</b> IN2. <b>Use navigation tools of a Website to find information.</b> IN3. Uses prior knowledge and experiences to understand new facts and ideas. IN4. Interprets information taken from maps, graphs, charts and other visuals. IN5. <b>Evaluate print and electronic information for usefulness, relevance and accuracy.</b> IN6. Determines important details IN7. <b>Use various note taking strategies.</b> IN8. Uses software (e.g., word processing, graphic organizing) to record and organize information. IN9. Identifies and uses the organizational structures of a nonfiction book (preface, foreword and introduction) to locate information.
Construct	CO1. Makes inferences with guidance. CO2. <b>Form opinions and use evidence from text to back it up.</b> CO3. Organizes notes and ideas and develops an outline or graphic organizer. CO4. Actively listens to and restates others ideas and contributes own ideas.
Express	E1. Using writing process to develop expression of new understandings. E2. <b>Cite all sources used according to model provided by teacher [or librarian].</b> E3. Uses a variety of technology tools chosen by librarian or teacher to create products. E4. <b>Modify and revise own work based on feedback from teachers and others.</b> E5. Checks for correctness and completeness.
Reflect	R1. Identify and evaluate the important features for a good product. R2. <b>Assess and revise own work with guidance.</b> R3. <b>Identify own strengths and set goals for improvement.</b> R4. Relies on feedback to figure out how to improve product and process.

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