Yr 7 CWICER Information Literacy Framework	
Year 7	
Connect	C1. Find areas of passion or interest within topics of study. C2. Identify key words and ideas that appear in background information and class conversation.
Wonder	W1. Recognize characteristics of good questions. W2. Determine what information is needed to support the investigation and answer the questions.
Investigate	IN1. Recognize the organization and use of the special sections in the library (e.g., reference, graphic novels, paperbacks). IN2. Follow a complete research plan and stay on a timeline. IN3. **Use online catalogue independently to locate specific books, get classification numbers, and browse the shelves**. IN4. Participate in supervised use of search engines and pre-selected Web resources to access appropriate information for research. IN5. Evaluate electronic and print information to determine whether it is inaccurate or misleading. IN6**Use both primary and secondary sources**. IN7. Summarize information that answers research questions. IN8. Differentiate between important and unimportant details. IN9. Take notes using one or more of a variety of note taking strategies. IN10. Relate new information to prior knowledge.
Construct	CO1. Make inferences based on explicit information in text. CO2. Organize notes and ideas and develop an outline or graphic organizer using both print and electronic tools. CO3. **Combine information and weigh evidence to draw conclusions and create meaning**.
Express	E1. Use pre-writing to discover alternate ways to present conclusions. E2. Draft the presentation/product tailored to the audience. E3. **Present conclusions and supporting facts in a variety of ways**.
Reflect	R1. Assess own work and begin to develop own revision process.

Yr 8 CWICER Information Literacy Framework	
Year 8	
Connect	C1. **State and verify what is known about the problem or question and make connections to prior knowledge**. C2. Use multiple sources to acquire background information and brainstorm ideas for further inquiry.
Wonder	W1. Write questions independently based on key ideas or areas of focus. W2. **Analyse and evaluate what is known, observed or experienced to form tentative thesis or hypothesis**. W3. Determine what resources will most likely offer quality information.
Investigate	I1. Use the categorization of materials within Dewey areas to locate resources and browse for additional materials. I2. Use technology resources such as online encyclopaedias, online databases, and Web subject directories to locate information on assigned topics within the curriculum. I3. Use organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. I4. Evaluate and paraphrase information that answers research questions. I5. **Evaluate quality of electronic and print information for usefulness, currency, authority and accuracy**. I6. **Use both facts and opinions responsibly by identifying and verifying them**. I7. Use table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. I8. Use the structure and navigation tools of a Website to find the most relevant information.
Construct	CO1. **Use common organisational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions**. CO2. **Interpret information and ideas by defining, classifying, and inferring**. CO3. Form opinions and judgments backed up by supporting evidence. CO4. Question the difference between sources and seek additional sources to resolve.
Express	E1. Publish final product for a particular audience and purpose. E2. **Cite all sources used according to local style formats**.
Reflect	R1. **Uses established criteria or collaboration with classmates and teacher to develop criteria for assessment.**

Yr 9 CWICER Information Literacy Framework
Year 9

Connect	C1. **Revise the question or problem as needed to arrive at a manageable topic for inquiry**. C2. Express the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words.
Wonder	W1. **Refine questions to guide the search for different types of information (e.g., overview, big idea, specific detail, cause and effect, comparison)**. W2. Plan inquiry to test hypothesis or validate thesis.
Investigate	I1. **Use different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information**. I2. Seek balanced view by using diverse sources to access appropriate material. I3. Select information based on authority and point of view. I4. **Recognize the effect of different perspectives and points of view on information**. I5. **Recognize that own point of view influences the interpretation of information**. I6. Identify misconceptions and revise ideas as new information is gained.
Construct	CO1. Analyse disparate points of view discovered in different sources. CO2. **Draw conclusions based on explicit and implied information**. CO3. Compare information found to tentative thesis or hypothesis; revisit and revise thesis/hypothesis as appropriate.
Express	E1. **Create products for authentic reasons and audiences**. E2. Use two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback. E3. Identify and use a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication.
Reflect	R1. **Identify own strengths and set goals for improvement**.

Yr 10 CWICER Information Literacy Framework	
Year 10	
Connect	C1. Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry. C2. **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research**. C3. **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest**
Wonder	W1. Focuses the purpose of the research by formulating specific questions to be answered. W2. Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.
Investigate	I1. Brainstorms ideas for further information. I2. Uses search strategies (Boolean operators, synonyms and relational searching) to broaden and narrow searches and locate appropriate resources. I3. Uses technology resources such as the online catalogue, online encyclopaedias, online databases, Web subject directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry. I4. Uses a variety of search engines to do advanced searching. I5. Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to find information needs effectively. I6. Adjusts search strategies by comparing information gathered with the problem or question. I7. Analyses maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details. I8. **Takes notes using one or more of a variety of note taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes)**.
Construct	CO1. Combines ideas and information to develop and demonstrate new understanding. CO2. **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered**.
Express	E1. Presents conclusions to answer the question or problem. E2. Uses visuals, electronic tools and multimedia to communicate meaning.
Reflect	R1. **Identifies own strengths and sets goals for improvement**.

Yr 11 CWICER Information Literacy Framework	
Year 11	
Connect	C1. **Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry**. C2. Maintains a list of effective search terms throughout the process of inquiry
Wonder	W1. **Refines questions to provide a framework for the inquiry and to fulfil the purpose of the research** (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).
Investigate	IN1. Uses specialized reference materials to find specific and in-depth information. IN2. **Conducts advanced Web searches using Boolean logic and other sophisticated search functions**. IN3. Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information). IN4. Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness. IN5. Recognizes statements that can be verified. IN6. Uses collaborative and independent digital tools to record and organize information. IN7. Pursues a balanced perspective of fact, opinion, and different points of view.
Construct	CO1 Critically examines and analyses relevant information from a variety of sources to discover relationships among ideas. CO2. Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns. CO3. **Draws clear and appropriate conclusions supported by evidence and examples**.
Express	E1. Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence. E2. **Cites all sources used according to standard style formats**. E3. Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application.
Reflect	R1. Identifies and evaluates the important and subtle features for an effective product. R2. **Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. – with suggestions for future improvements**.

Yr 12 CWICER Information Literacy Framework	
Year 12	
Connect	C1. Verifies the accuracy of what is known about the problem or question.
Wonder	W1. **Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis**.
Investigate	I1. **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability**. I2. **Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective**. I3. Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda). I4. Recognizes competing interpretations of historical events and issues and the reasons for those differences. I5. Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher. I6. Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. I7. Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided. I8. Categorizes information; adds new categories as necessary; explores connections among categories.
Construct	CO1. Analyses different points of view and determines best supported point of view by sorting and sifting evidence. CO2. **Presents different perspectives with evidence for each**. CO3. Identifies and addresses previously held misconceptions.
Express	E1. **Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences**. E2. Publishes final product for an authentic audience and real world application.
Reflect	R1. Assesses and revises own work using own revision process.

Yr 13 CWICER Information Literacy Framework	
Year 13	
Connect	C1.**Explores problems or questions for which there are multiple answers or no "best" answer**.
Wonder	W1. Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources.
Investigate	I1. Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics. I2. Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. I3. **Challenges ideas in text and makes notes of questions to pursue in additional sources**. I4. Independently recognizes gaps in information (based on the complexity of the problem or question). I5. Extends search beyond readily available sources to ensure accuracy and comprehensiveness. I6. Maintains an open attitude about new areas of the subject that were previously unknown or overlooked.
Construct	CO1. **Builds a conceptual framework by synthesizing ideas gathered from multiple sources**. CO2. Changes own ideas based on the ideas of others. CO3. **Develops own point of view and supports with evidence**.
Express	E1. Communicates new understandings through designing, inventing, composing, transplanting and constructing. **E2. Evaluates own products and processes throughout the work and uses self-assessment, teacher feedback and peer feedback to make revisions when necessary**
Reflect	R1. Asks, "What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices?"