

Yr 1/2 FOSIL Information Literacy Framework	
Year 1/2	
Connect	<p>C1. Identifies one or two key words about a topic, problem or question with guidance from the teacher or librarian</p> <p>C2. Connects ideas to own interests.</p> <p>C3. Shares what is known about general topic and make connections to prior knowledge.</p> <p>C4 Restates/retells and asks questions about the topic, problem or question with guidance.</p>
Wonder	<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 know. W- What we want to find out. L- What have we learnt)</p>
Investigate	<p>IN1. Uses ABC arrangement of picture books to locate materials.</p> <p>IN2. Understands the basic organisational structure of books.</p> <p>IN3. Distinguishes between fiction and non-fiction resources.</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>IN7. Recognises that fiction and picture books are organised by the author's last name in A-B-C order.</p> <p>IN8. Recognises the purpose of the subject index to locate materials</p> <p>IN9. Selects and uses appropriate books with guidance, to answer questions.</p> <p>IN10. Interprets information represented in pictures, illustrations, simple charts and verbalises main idea.</p> <p>IN11. Finds facts and briefly summarises them via writing, drawing, or verbalisation to answer research questions.</p>
Construct	<p>CO1. Demonstrates simple organisational skills such as sorting and categorising.</p> <p>CO2. Draws a conclusion about the main idea with guidance.</p> <p>CO3. Completes the L portion of the K-W-L chart with what new ideas were learned.</p>
Express	<p>E1. Presents facts and simple answers to questions.</p> <p>E2. Uses writing process to develop expression of new understandings.</p> <p>E3. Uses format chosen by the teacher.</p>
Reflect	<p>R1. Identifies own strengths and sets goals for improvement.</p> <p>R2. Asks, "what do I wonder about now"?</p>

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

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Yr 4 FOSIL Information Literacy Framework	
Year 4	
Connect	C1. Connects ideas in texts to own interests. C2. States what is known about the problem or question and makes connections to prior knowledge.
Wonder	W1. Formulates questions about the topic with guidance. W2. Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.
Investigate	IN1. Identifies the non-fiction is arranged by numbers which can be accessed by using the subject index or library catalogue. IN2. Locates nonfiction material at appropriate reading level. IN3. Searches the online catalogue (author, title, and subject) with assistance to locate materials. IN4. Uses Websites via online catalogue (if required) to find information. IN5. Selects and uses multiple appropriate print, nonprint, electronic and human sources (e.g. Mum, Dad, Aunty, Uncle, teacher) to answer questions. IN6. Uses at least two sources for research projects. IN7. Questions text during reading or listening. IN8. Uses simple note taking strategies. IN9. Identifies and uses the organisational structures of a nonfiction book (table of contents, index and glossary) to locate information.
Construct	CO1. Can determine important ideas and add supporting details. CO2. States the main idea. CO3. Organises information using a teacher provided tool.
Express	E1. Communicates new understandings through combining, predicting, illustrating and constructing. E2. Chooses the format for presenting based on audience or purpose. (Poster, Power Point, Google slides, leaflet etc) E3. Uses visuals and multimedia to communicate meaning. E4. Presents information clearly so that main points are evident.
Reflect	R1. Identifies and evaluates the key features for presenting the information. R2. Assesses and revises own work with guidance. R3. Identifies own strengths and sets goals for improvement. R4. Asks "What...would I like to learn more about?"

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Yr 5 FOSIL Information Literacy Framework	
Year 5	
Connect	C1. Generates a list of key words for a research-based project with guidance
Wonder	W1. Asks questions to clarify topics or details. W2. Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.
Investigate	IN1. Uses selected search engines to find appropriate information. 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., online encyclopaedias and databases) to answer questions. IN5. Identifies and uses the organisational structures of a nonfiction book (bibliography and appendix) to locate further information. IN6. Uses skim/scan to locate information that is appropriate to age and ability level. IN7. Distinguishes between fact and opinion. IN8. Uses various note taking strategies IN9. Paraphrases, summarises information that answers research questions. IN10. Follows a model or template provided to complete inquiry project and follows a timeline.
Construct	CO1. Identifies facts and details that support main ideas. CO2. Notes similarities and differences in information from two different sources. CO3. Uses common organizational patterns (chronological order, main idea with supporting details) to organize information. CO4. Draws a conclusion about the main idea.
Express	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.
Reflect	R1. Identifies and evaluates the key features that make a good assignment. R2. Assesses and revises own work with guidance. R3. Identifies own strengths and sets goals for improvement.

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

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