Frameworks Matrix

Social Dimension
- Creating safety
- Investigating the relationship between literacy and power
- Sharing text talk
- Sharing reading processes, problems, and solutions
- Noticing and appropriating others’ ways of reading

Cognitive Dimension
- Getting the big picture
- Breaking it down
- Monitoring comprehension
- Using problem-solving strategies to assist and restore comprehension
- Setting reading purposes and adjusting reading processes

Personal Dimension
- Developing Reader Identity
- Developing metacognition
- Developing reading fluency and stamina
- Developing reader confidence and range

Knowledge-Building Dimension
- Surfacing, building, refining schema
- Building knowledge of content and the world
- Building knowledge of texts
- Building knowledge of language
- Building knowledge of disciplinary discourse and practices

Information Literacy Competency Standards for Higher Education (2000)
- Standards, performance indicators and outcomes
- Information literate student:
  1. Determines the nature and extent of the information needed
  2. Accesses needed information effectively and efficiently
  3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
  4. Uses information effectively to accomplish specific purpose
  5. Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

Framework for Information Literacy for Higher Education (2015)
- Frames, Knowledge Practices and Dispositions
  - Authority is Constructed and Contextual
  - Information Creation as a Process
  - Information Has Value
  - Research as Inquiry
  - Scholarship as Conversation
  - Searching as Strategic Exploration

Metacognitive Conversation

Pam Kessinger and Theresa Love, Portland Community College. 2015