Louisiana Information Literacy Skills

Grade 1

Adopted 2004

Defining/Focusing/Appreciation/Orientation	**recognizes the school library media center (LMC) and feels comfortable asking for help.**
	knows the location and organization of materials in the LMC and browses to find appropriate materials.
	demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software).
	identifies and responds to a variety of classic and contemporary literature from appropriate genres.
	identifies key differences in various genres (folklore, fairytales, tall tales, legends, etc.).
	identifies real and make-believe (non-fiction, fiction, poetry, etc.).
	recognizes the role of the author & illustrator, identifies favorites, and locates their works.
	identifies award winning books.
	identifies the purpose of focusing on a specific question to be answered.
	brainstorms ideas and information about a topic by recalling previous experiences.
	is aware of and uses community libraries.
Selecting Tools/Resources	**asks for help in locating materials, when necessary.**
	alphabetizes to the first letter and locates words in a picture dictionary.
	recognizes the library card or online catalog.
	selects materials and uses appropriate check-out procedures.
	identifies and uses parts of book (title page, table of contents, and glossary).
	entifies various information sources (books, newspapers, magazines, audio & sual materials, CD-ROM, Internet, community resources, television and radio,

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	etc.).
	uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, computer, etc.)
	uses organizational features of printed text, other media and electronic information.
	uses simple maps and globes.
	uses technology to find answers to basic questions, with teacher guidance.
	develops a beginning awareness of Internet use policies.
	distinguishes between television programs and commercials.
Extracting/Recording	**listens and observes for answers to specific questions.**
	determines main idea.
	records simple information in picture, single word, or short answer form using simple graphic organizers.
	recalls/records what is observed and listened to (e.g., demonstrations, field trips, experiments, etc.).
	participates in teacher-facilitated information gathering (e.g., e-mail, ask an expert, online searches).
Processing Information	**recalls simple, specific details from print, visual, or auditory materials.**
	identifies story elements (setting, plot, characters, theme, time & events).
	retells story in order and recognizes story patterns.
	makes simple predictions.
	determines cause and effect in picture and simple word form.
	interprets meaning from literature and relates it to his/her experiences.
	interprets information in different formats (e.g., graphs, charts).
	assesses validity of information, at an introductory level, with teacher guidance.
Organizing Information	**sorts and classifies pictures, simple words, and sentences.**
	sequences pictures and simple sentences.
	identifies patterns and relationships using modeled examples.

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	decides on an appropriate presentation format using modeled examples.
Producing Findings	**shares information and ideas orally and in simple written sentences.**
	presents thoughts and information through student-produced media.
	presents information in a group graph/chart/diagram.
Evaluating Efforts	**uses simple graphics to self-evaluate assignment's success.**
	respects the rights and opinions of others.
	demonstrates competence, as evaluated by the teacher using one or more of the following techniques: teacher observation, checklists, rubrics, work samples/portfolios, conferences, and journals/learning logs