Louisiana Information Literacy Skills

Grade 11

Adopted 2004

Defining/Focusing/Appreciation/Orientation	**demonstrates knowledge of the school library media center (LMC) personnel, organization and procedures.**
	identifies, appreciates, and classifies various types and genres of literature.
	formulates an essential question, thesis statement, or problem for investigation.
	draws on prior knowledge to brainstorm or cluster ideas.
	develops focus questions using modeled techniques and clarifies and refines questions throughout the research process with guidance from school library media specialist and teacher.
	develops a search strategy for a research project.
	broadens and narrows searches to locate specific information.
	recognize alternate overview sources such as subject encyclopedia, magazine articles, online databases and other technologies.
	recognizes the importance of information to a democratic society.
Selecting Tools/Resources	**identifies and interprets information in the LMC card or online catalog to access information for research purposes and leisure reading.**
	understands the need to locate a variety of sources representing a range of views.
	understands the purpose and major divisions of the Dewey Decimal System to locate materials.
	uses skimming and scanning techniques to survey readability and determine suitability of resources for the task.
	uses organizational features in various references (guide words, key words, table of contents, index, endnotes, glossary, etc.).
	uses periodicals, newspapers, encyclopedias, almanacs, vertical files, non-print materials, and a wide variety of reference tools as sources of information or leisure reading.

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	interprets and evaluates data from primary and secondary sources.
	applies intermediate online searching techniques (keyword, phrases, Boolean operators), and uses online resources to investigate curriculum-related issues.
	follows district approved Internet acceptable use policy/guidelines in accessing information.
	recognizes databases as sources of information and as tools for organizing information using standard categories.
	operates equipment and software programs necessary to access information.
	examines media sources (TV show, movie, commercial, billboard ad, tabloid newspaper, etc.) and compares point of view, checks for sources, and compares and contrasts different versions of the same information to detect bias or political "spin" control.
	consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.)
Extracting/Recording	**locates and uses information from textual, visual, auditory sources and interviews, using skimming, scanning, and contextual clues, distinguishing fact from opinion, determining cause and effect, and generating inquiry.**
	conducts research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying.
	interprets and makes inferences from graphic presentations of data (charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts).
	uses advanced tools associated with software applications, telecommunications, and emerging technologies.
	recognizes the appropriate use of information, adheres to copyright guidelines, and applies ethical and legal principles (use of key words and phrases, proper attribution of direct quotes, record of sources used, etc.).
	compiles a bibliography using a standard prescribed format.
Processing Information	**sorts, evaluates, and selects information appropriate to topic.**
	problem solves by assessing the reliability and validity of information.
	determines purpose and point of view, identifies bias, and recognizes various sides of an issue.

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	recognizes information deficiencies and locates additional information as necessary.
	distinguishes among fact, non-fact, opinion, and propaganda.
	compares, summarizes, and generalizes information from varied sources.
	relates information to previous experience to determine cause and effect.
	compares information from different sources for opposing viewpoints and accuracy, derives valid inferences from information collected and understand why there may be various interpretations of data.
	re-writes thesis statement or re-states problem for investigation based on research results.
	generates and links knowledge, transferring information from one context to another.
Organizing Information	**prioritizes, categories, and synthesizes selected information and proposes an appropriate solution to a problem based on prior knowledge and new information, individually or in a group situation.**
	uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships.
	follows a process for drawing own conclusions: hypothesis, prediction, analogy, judgment.
	selects and uses an appropriate organizational style, utilizing brainstorming/webbing techniques & technologies as available.
	demonstrates the ability to create one or more of the following: list, cluster, traditional outline, etc.
	evaluates different perspectives and forms personal opinion.
Producing Findings	**plans a specific project using a selected organizational style.**
	determines the most effective method of presentation for a selected organizational style.
	produces a written, oral, or electronic presentation using a variety of print and/or electronic references appropriate to grade level, with progressing independence.
	uses appropriate resources as needed (glossary, dictionary, thesaurus, spell check) to assist with writing and spelling.
	demonstrates ability in proofreading and editing.

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	uses word processing skills for note taking, creating reports, lists and simple tables, and producing and publishing a variety of works.
	uses a spreadsheet program, creating simple formulas for basic functions.
	uses a database program to browse, edit, add, or delete records in a group or class created database.
	demonstrates ethical and legal use of information, credits sources of information, and cites references using various formats (footnotes, bibliographies).
	identifies audience beyond the school setting.
Evaluating Efforts	**evaluates the end product/project (student and peer).**
	evaluates reliability of each source used.
	evaluates by one or more of the following techniques: observation, anecdotal records, checklists, rubrics, portfolios, journals/logs, conferences, etc.