Louisiana Information Literacy Skills

Grade 3

Adopted 2004

Defining/Focusing	**reviews and reinforces understanding of the school library media center (LMC) arrangement and procedures.**
	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, reads 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.).
	identifies favorite authors and locates their works.
	identifies and reads award winning books.
	listens and responds to a wide variety of media (music, TV, film, video, multimedia, etc.).
	identifies purpose and use of various types of information sources.
	brainstorms ideas and information about a topic by recalling previous experiences.
	identifies key issues or questions for further exploration.
	develops concept maps to generate ideas and to aid learning by integrating new and old knowledge, using varied tools and technologies.
	is aware of and uses community libraries.
	develops awareness of the importance of information in a democratic society.
Selecting To	**alphabetizes to the third letter.**
	ses the LMC card or online catalog to locate books by author, subject, or title.

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	recognizes and uses features of the Dewey Decimal system to locate materials.
	uses LMC check-out system.
	locates, evaluates, and uses various information sources (books, newspapers, magazines, telephone directory, audio & visual materials, CD-ROM, Internet, community resources, television and radio, etc.). ELA
	uses organizational features of printed text (title page, table of contents, glossary, and index), other media (captions and sequence) and electronic information (outline, searching).
	identifies and uses parts of book (title page, table of contents, glossary, and index).
	develops awareness of other reference resources besides encyclopedias.
	understands purpose and organizational features and uses a dictionary, thesaurus, almanac, and encyclopedia.
	understands purpose and uses basic features of maps and globes.
	uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, etc.).
	operates computers, other technologies, and software necessary to access information.
	uses technology to find answers to basic questions, with teacher guidance.
	understands and follows school/district Internet use policy/guidelines.
	analyzes techniques used in commercials to attract attention and influence thinking.
Extracting/Recording	**listens and observes for answers to specific questions, for enjoyment, and for problem solving.**
	uses closed book note-taking.
	uses graphic or visual organizers for note-taking.
	writes a simple outline or develops a web.
	skims and scans for facts.
	takes notes on a topic, recording key words and phrases and summarizing.
	pells accurately using strategies when necessary.

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	interprets information from graphics (pictures, charts/graphs, tables/schedules, diagrams/maps).
	recalls/records what is observed and listened to (e.g., demonstrations, field trips, experiments, etc.).
	participates in information gathering (e.g., library reference sources, e-mail, ask an expert, online searches).
	knows credit must be given for borrowed ideas and information.
Processing Information	**recalls specific details from print, visual, or auditory materials.**
	identifies story elements (setting, plot, characters, theme, time & events) and literary devices (e.g., figurative language, dialogue) within a selection.
	interprets meaning from literature and relates it to his/her experiences.
	determines main idea, sequences, predicts, makes inferences, and draws conclusions.
	distinguishes fact from opinion, determines cause and effect, generates inquiry, and makes connections with real-life situations.
	evaluates information from print, non-print, electronic, and media sources for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
	generates and links knowledge, transferring information from one context to another.
Organizing Information	**tells and retells stories in sequence.**
	identifies a sequence of ideas and selects the most important.
	identifies patterns and relationships using modeled examples.
	develops an understanding of storing, organizing, manipulating, and visually representing data through participating in teacher-facilitated use of graphing, spreadsheet or database software.
	decides on an appropriate presentation format using modeled examples.
	organizes, edits, and proofreads his/her own work.
Producing Findings	**uses available technology to produce, revise, and publish a variety of works.**
	esents information orally and/or in an individual or group graph/chart/diagram other presentation.

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	gives credit for borrowed information by telling or listing sources.
Evaluating Efforts	**uses a checklist or rubric to self-evaluate his/her own or group efforts during the research process.**
	respects the rights and opinions of others.
	demonstrates competence, as evaluated by the teacher using one or more of the following techniques: observation, checklists, rubrics, work samples/portfolios, conferences and journals/learning logs.