Louisiana Information Literacy Skills

Grade 4

Adopted 2004

Defining/Focusing/Appreciation/Orientation	reinforces understanding of the school library media center (LMC)arrangement and procedures.
	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 and reads award winning books.
	identifies essential (key) issues or questions for further exploration.
	creates and utilizes concept maps and webs to generate ideas and to aid learning by integrating new and old knowledge, using varied tools and technologies.
	learns a search strategy for locating resources on a specific topic.
	identifies purpose and use of various types of information sources.
	critiques various media productions, identifying personal favorites.
	is aware of and uses community libraries.
	is aware that information is important to a democratic society.
Selecting Tools/Resources	alphabetizes to the fourth letter.
	uses the LMC card or online catalog to locate books by author, subject, or title.
	locates materials using the classification system of the LMC and uses check-out system.
	selects materials that present varied points of view.
	cates, evaluates, and uses various information sources (books, newspapers, agazines, telephone directory, audio and visual materials, CD-ROM, pre-selected

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	Internet sites, online databases, television and radio, etc.).
	uses organizational features and information in media, and online sources (pull down menu, keyword searching, online databases, periodical indexes, Internet visuals, etc.).
	identifies and uses parts of book (title page, table of contents, glossary, and index).
	identifies other reference materials besides encyclopedias.
	understands purpose and organizational features and uses a dictionary, thesaurus, almanac, biographical dictionary, and encyclopedias, general and subject.
	uses an atlas and/or globe as a source of information on political divisions or geographical features, or variation in climate, population density, vegetation, etc.
	uses magazines and newspapers appropriate to his/her own level as a source of current information.
	identifies and uses primary and secondary source documents.
	evaluates the currency of information by the copyright date or other dating system.
	uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, etc.).
	operates computers, other technologies, and software necessary to access information.
	uses keywords and applies basic search techniques to broaden or narrow topic, (e.g., keyword, phrases), to search information sources.
	understands Internet concepts, and uses online resources to investigate curriculum-related issues.
	understands and follows district approved Internet use policy/guidelines.
	analyzes techniques used in commercials to attract attention and influence thinking.
	uses resources outside the school (e.g., public library, community resources, and resource people).
Extracting/Recording	**previews selected resources by using table of contents, index, and other simple scanning strategies.**
	skims to identify key words and key phrases.
	spells accurately using strategies when necessary.

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	organizes information using graphic organizers or simple outlining techniques.
	identifies the types of information in a newspaper.
	uses closed book note taking.
	understands and uses the technique of chunking information by reading sections and making a note.
	takes notes on a topic, recording key words and phrases and summarizing.
	uses 2 or more sources to gather information on a topic, including traditional sources and technology (reference books, databases, e-mail, ask an expert, online searches).
	interprets information from graphics (pictures, charts/graphs, tables/schedules, diagrams/maps, timeline, flowchart, etc.).
	uses information, media, and technology in a responsible and appropriate manner.
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.
	examines information for bias or opinion.
	problem solves by interpreting meaning of literature/information and relating it to life experiences.
	determines main idea, sequence, predict, make inferences, and draw 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.**
	selects an appropriate organizational style for reporting information (i.e., chronological, argumentative position, order of importance or priority, space order, problem solution, or topical arrangement).
	ganizes information, incorporates key words and phrases, edits, and proofreads s/her own work.

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	inspects method of organization to determine missing elements.
Producing Findings	**includes a simple bibliography and table of contents in written reports.**
	uses available technology to produce, revise, and publish a variety of works.
	presents information orally and/or in an individual or group graph, chart, diagram or other presentation.
	uses graphing, spreadsheet or database applications to organize, store, display, and share data.
	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 evaluation techniques: observation, anecdotal records, checklists, rubrics, work samples/portfolios, conferences and journals/learning logs.