Louisiana Information Literacy Skills

Grade 5

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).
	recognizes and responds to a variety of classic and contemporary literature from various genres (folklore, fairytales, tall tales, legends, etc.).
	identifies key differences in various genres (folklore, fairytales, tall tales, legends, etc.).
	identifies and reads award winning books.
	defines an information need and develops a preliminary search plan.
	identifies essential (guiding) issues or questions for further exploration.
	proceeds from general to specific or vice versa when researching a subject.
	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.
	is aware of and use community libraries.
	is aware that information is important to a democratic society.
Selecting Tools/Resources	**alphabetizes to the end of the word.**
	uses the LMC card or online catalog to locate books for informational purposes or personal interests.
	locates materials using the classification system of the LMC and uses check-out system.
	selects materials that present varied points of view.
	uses a bibliography to select additional information.

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locates, evaluates, and selects information sources appropriate to the task (print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual material).
identifies and uses organizational features of printed text, other media and electronic information (index, table of contents, guide words, copyright page, bibliography, alphabetizing, captions, legends, pull-down menus, icons).
understands purpose and organizational features and uses a thesaurus, almanac, biographical dictionary, encyclopedias, general and subject, and other reference sources.
uses dictionary guide words and locates word meanings, correct spelling, and inflectional forms.
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., including use of the index to an atlas.
uses magazines and newspapers appropriate to his/her own level as a source of current information.
identifies and uses primary and secondary source documents.
uses a print or electronic index to children's periodicals to locate information in magazines.
uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, etc.).
selects appropriate technology resources and tools to address a variety of tasks and problems.
operates computers, other technologies, and software necessary to access information.
uses keywords and applies intermediate searching techniques to broaden or narrow topic (e.g., keyword, phrases, Boolean logic), 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.

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	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 phrases.
	spells accurately using strategies when necessary.
	records information using graphic organizers, outlining, note taking, and/or summarizing.
	interprets and extracts information presented in graphic form (e.g., charts/graphs, tables/schedules, diagrams/maps/globes, flowcharts, timeline, etc.).
	interprets and extracts information from a thesaurus, almanac, biographical dictionary, general and subject encyclopedias, and other reference sources.
	uses general purpose productivity tools (e.g., word processing, graphing, database, or spreadsheet program).
	uses telecommunications to access remote information and to communicate with individuals inside and outside their own school.
	uses three (3) or more sources to gather information on a topic, including traditional sources and technology (reference books, databases, e-mail, ask an expert, online searches).
	writes an outline using both main topics and subtopics.
	uses information, media, and technology in a responsible manner, giving credit for borrowed 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.
	determines main idea, sequences, predicts, makes inferences, and draws conclusions.
	analyzes information gathered through the use of note taking and/or outlining skills, including maps, diagrams, tables, time lines, for completeness or omissions, etc.
	··tilizes materials that present alternative points of view.

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	problem solves by interpreting meaning of literature/information and relating it to life experiences.
	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 currency, accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
	generates and links knowledge, transferring information from one context to another.
Organizing Information	**synthesizes (examines, sorts, manipulates, organizes) information retrieved from information sources.**
	refines the working outline as important information is discovered.
	organizes information and incorporates key words and phrases.
	selects an appropriate organizational style for reporting information (i.e., chronological, argumentative position, order of importance or priority, space order, problem solution, or topical.
Producing Findings	**uses outline to write a more detailed report (including charts, statistics an/or visual aid) using his/her own words.**
	edits and proofreads his/her own work and participates in peer editing.
	presents an oral report, audiovisual, or multimedia presentation on a given topic, incorporating information from print, non-print, electronic and other sources.
	uses graphing, spreadsheet or database applications to organize, store, display, and share data.
	lists sources, using an approved bibliographic format.
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, anecdotal records, checklists, rubrics, portfolios, conferences and journals/learning logs.