Louisiana Information Literacy Skills

Grade 6

Adopted 2004

Defining/Focusing/Appreciation/Orientation	demonstrates knowledge of the school library media center (LMC) personnel, organization and procedures.
	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 United States and world literature representing diverse ethnic groups.
	recognizes, appreciates, and classifies a variety of classic and contemporary literature from many genres (folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction, novels, drama).
	experiences and reads a wide variety of literature for personal enjoyment.
	establishes a purpose for research (e.g., formulates a central research question or thesis statement).
	identifies essential (key) issues or questions for further exploration.
	identifies basic steps in the information search process.
	is aware of and use community libraries.
	recognizes the role and importance of information in a democratic society.
Selecting Tools/Resources	identifies and uses the LMC card or online catalog to access information for research purposes and leisure reading.
	understands the purpose and major divisions of the Dewey Decimal System to locate materials.
	locates materials using the classification system of the LMC and uses check-out system.
	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).

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	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).
	selects and accesses independently an increasing variety of print, non-print, electronic, and media resources.
	selects materials that present varied points of view.
	uses a bibliography to locate additional information.
	uses organizational features in various references (guide words, key words, table of contents, index, glossary, etc.).
	uses encyclopedias for answering questions, for an overview of a topic, for background information, and as a starting point for research.
	uses almanacs to compare and analyze data; uses atlases and globes to locate places, determines distance and directions, and for geographical and other information; uses other print and electronic references to gain information.
	uses newspapers and periodicals as a source of information as well as for leisure reading.
	uses a print or electronic index to periodicals to locate information in magazines.
	identifies and uses primary and secondary source documents.
	uses keywords and applies intermediate searching techniques to broaden or narrow topic, (e.g., keyword, phrases, Boolean logic), to search electronic databases or the Internet for information.
	understands Internet concepts, and uses online resources to investigate curriculum-related issues.
	operates computers, other technologies, and software necessary to access information.
	understands and follows district approved Internet use policy/guidelines.
	analyzes techniques used in commercials and other ads to attract attention and identifies point of view represented.
	consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.).
Extracting/Recording	**previews selected resources by using table of contents, index, and other simple scanning strategies.**

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	skims to identify key words and phrases.
	spells accurately using strategies and resources.
	records information using graphic organizers, outlining, note taking, and/or summarizing.
	extracts essential information from visual and auditory sources.
	interprets and extracts information presented in graphic form (e.g., charts/graphs, tables/schedules, diagrams/maps, flowcharts, timeline, etc.).
	uses a glossary, dictionary, thesaurus, and/or spell check to assist with writing and spelling.
	recognizes and uses organizational features of technology tools and applications (graphical user interface, toolbars, pull-down menus, etc.).
	recognizes the appropriate use of information, adheres to copyright guidelines, and follows ethical and legal guidelines that apply to the use of information (use of key words and phrases to avoid plagiarism, proper attribution of direct quotes, record of sources used, etc.).
Processing Information	**analyzes 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, compares and contrasts, makes inferences, and draws conclusions.
	problem solves by interpreting meaning of literature/information and relating it to life experiences.
	analyzes information gathered through the use of note taking and/or outlining skills, including maps, diagrams, tables, time lines, for completeness or omissions, etc.
	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.
	utilizes materials that present alternative points of view.
	distinguishes among fact, non-fact, opinion, and propaganda.
	uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships.

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	compares, summarizes, and generalizes information.
	derives valid inferences from information collected.
	generates and links knowledge, transferring information from one context to another.
Organizing Information	**synthesizes (examines, sorts, manipulates, organizes) information retrieved from information sources.**
	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.
	uses spreadsheets or databases with teacher guidance to organize, store, retrieve, and visually display data.
	demonstrates ability in proofreading and editing.
Producing Findings	**plans a specific project using a selected organizational style.**
	uses outline to write a more detailed report (including charts, statistics an/or visual aid) using his/her own words.
	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 tools appropriate to grade level, with progressing independence.
	uses appropriate resources as needed in creating presentation (glossary, dictionary, thesaurus, spell check).
	credits sources of information by citing references using various formats (footnotes, bibliographies).
Evaluating Efforts	**evaluates the communication skills of others as well as his/her own.**
	demonstrates competence as evaluated by the teacher using one or more of the following techniques: observation, anecdotal records, checklists, rubrics, work samples/portfolios, conferences, student-authored books, journals/learning logs and research projects.