Louisiana Information Literacy Skills

Grade 7

Adopted 2004

Defining/Focusing/Appreciation/Orientation	**demonstrates knowledge of the 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 various types and genres of literature.
	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).
	draws on prior knowledge to brainstorm or cluster ideas.
	identifies essential (key) questions for exploration, using modeled techniques, and refines questions throughout the research process, as necessary.
	identifies basic steps in an 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 interprets information in the LMC card or online catalog to access information for research purposes and personal interests.**
	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).
	entifies and uses organizational features of printed text, other media and ectronic information (index, table of contents, guide words, copyright page,

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	bibliography, alphabetizing, captions, legends, pull-down menus, toolbar, graphical interface; icons, etc.).
	determines the reference source most appropriate for a specific purpose.
	selects materials that present varied points of view.
	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, 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.
	identifies and locates information from both primary and secondary sources.
	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.**
	extracts essential information from visual and auditory sources, using appropriate note taking strategies.

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	uses a glossary, dictionary, thesaurus, and/or spell check to assist with writing and spelling.
	interprets and uses graphic sources for information: maps, charts, pictures, diagrams, bar and picture graphs, tables, schedules, 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, 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.
	compares information from different sources for opposing viewpoints and accuracy.
	summarizes, and generalizes information.
	derives valid inferences from information collected and understands why there may be various interpretations of data.
	relates information to previous experience to determine cause and effect.
	enerates and links knowledge, transferring information from one context to nother.

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Organizing Information	**uses appropriate resources as needed (glossary, dictionary, thesaurus, spell check).**
	synthesizes selected information, individually or with a group, and proposes a solution to a problem based on prior knowledge and new information.
	selects and uses an appropriate organizational style, utilizing brainstorming/webbing techniques and technologies as available.
	demonstrates the ability to create one or more of the following: list, cluster, traditional outline, etc.
	recognizes information deficiencies and locates additional information.
	uses word processing skills for note taking, creating reports, lists and simple tables.
	uses a spreadsheet program, creating simple formulas for basic functions.
	uses a database program with teacher guidance to browse, edit, add, or delete records in a group or class-created database.
	demonstrates ability in proofreading and editing.
Producing Findings	**plans a specific project using a selected organizational style.**
	determines the most effective method of presentation for a selected organizational style.
	creates a written, oral, or multimedia presentation using a variety of print and/or electronic references appropriate to grade level.
	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 skills.**
	considers the quality, quantity, and relevance of information.
	reflects on and evaluates effectiveness of the process used.
	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.