Louisiana Information Literacy Skills

Grade 8

Adopted 2004

Defining/Focusing/Appreciation/Orientation	demonstrates knowledge of the school library media center (LMC) personnel, organization and procedures.
	identifies, appreciates, and classifies various types and genres of literature.
	establishes a purpose for research (e.g., formulates a central research question, thesis statement, or problem to investigate).
	draws on prior knowledge to brainstorm or cluster ideas.
	develops key questions using modeled techniques and clarifies and refine s questions throughout the research process with guidance.
	develops a search strategy for a research question or project with guidance, broadening or narrowing the focus as needed to refine results.
	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 leisure reading.
	recognizes the need to locate a variety of sources representing a range of views.
	understands the purpose and major divisions of the Dewey Decimal System and locates materials.
	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 newspapers and periodicals as a source of information as well as for leisure reading.
	analyzes primary and secondary sources.
	understands Internet concepts, applies intermediate online searching techniques (keyword, phrases, Boolean logic), and uses online resources to investigate curriculum-related issues.

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	independently accesses a wide variety of print, non-print, electronic, and online resources.
	follows district approved Internet acceptable use policy/guidelines in accessing information.
	operates equipment and software needed necessary to access information.
	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	**extracts essential information from textual, visual, and auditory information, using proper note taking techniques.**
	uses print or online encyclopedias for answering questions, an overview of a topic, or background information and as a starting point for research.
	uses almanacs, atlases and other print and non-print reference sources to compare and analyze data, locate places, determine distance and directions and other geographical information, and to gain other relevant information.
	identifies, interprets and uses graphic sources for information: almanacs, maps, charts, pictures, diagrams, bar and picture graphs, tables, schedules, etc.
	recognizes the appropriate use of information, adheres to copyright guidelines, and applies ethical and legal principles (use of key words and phrases, proper attribution of direct quotes, record of sources used, etc.).
	recognizes and uses organizational features of technology tools and applications (graphical user interface, toolbars, pull-down menus, 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, determines cause and effect and makes connections to real-life situations.
	distinguishes among fact, non-fact, opinion, and propaganda.
	compares, summarizes, and generalizes information from varied sources, evaluating information from print, non-print, electronic, and media sources for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.

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	compares information from different sources for opposing viewpoints and accuracy, derives valid inferences from information collected and understand why there may be various interpretations of data.
	uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships.
	analyzes information gathered through the use of note taking and/or outlining skills, including maps, diagrams, tables, time lines, for completeness or omissions, etc.
	generates and links knowledge, transferring information from one context to another.
Organizing Information	**synthesizes selected information, individually or with a group, and proposes a solution to a problem based on prior knowledge and new information.**
	uses appropriate resources as needed (glossary, dictionary, thesaurus, spell check).
	selects and uses an appropriate organizational style, utilizing brainstorming/webbing techniques & technologies as available.
	recognizes information deficiencies and locates additional information.
	demonstrates the ability to create one or more of the following: list, cluster, traditional outline, etc.
	compiles a bibliography according to a prescribed format.
Producing Findings	**plans a specific project using a selected organizational style.**
	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 a glossary, dictionary, thesaurus, and/or spell check to assist with writing and spelling.
	demonstrates ability in proofreading and editing.
	uses word processing skills for creating reports, lists and simple tables.
	uses a spreadsheet program, creating simple formulas for basic functions.
	ses a database program with guidance to browse, edit, add, or delete records in a roup or class-created database.

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	demonstrates legal and ethical responsible and legal use of technology and information, crediting sources of information and citing references using various formats (footnotes, bibliographies).
Evaluating Efforts	**evaluates the usage of information, technology, and the processes involved during the production and completion of individual or group projects.**
	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.