Louisiana Information Literacy Skills

Grade 9

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.
	formulates a central research question, thesis statement, or problem for investigation.
	draws on prior knowledge to brainstorm or cluster ideas.
	develops focus questions using modeled techniques and clarifies and refines questions throughout the research process with guidance from school library media specialist and teacher.
	develops a search strategy for a research project with guidance.
	broadens and narrows searches to locate specific information.
	recognizes alternate overview sources such as subject encyclopedia, magazine articles, online databases and other technologies.
	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.**
	understands the need to locate a variety of sources representing a range of views.
	understands the purpose and major divisions of the Dewey Decimal System to locate 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, endnotes, glossary, etc.).
	uses periodicals, newspapers, encyclopedias, almanacs, vertical files, non-print materials, and a wide variety of reference tools as sources of information or leisure reading.

Skip to main content

	interprets and evaluates data from primary and secondary sources.
	applies intermediate online searching techniques (keyword, phrases, Boolean logic), and uses online resources to investigate curriculum-related issues.
	selects broader or narrower topics to refine search results.
	follows district approved Internet acceptable use policy/guidelines in accessing information.
	recognizes databases as sources of information and as tools for organizing information using standard categories.
	operates equipment and software programs necessary to access information.
	consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.).
	examines media sources (TV show, movie, commercial, billboard ad, tabloid newspaper, etc.) and compares point of view, checks for sources, and compares and contrasts different versions of the same information to detect bias or political "spin" control.
	consults information sources or services outside the school setting (community, state or online libraries, agencies, experts, etc.).
Extracting/Recording	**locates and uses information from textual, visual, auditory sources and interviews, using skimming, scanning, and contextual clues, distinguishing fact from opinion, determining cause and effect, and generating inquiry.**
	conducts research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying.
	interprets and makes inferences from graphic presentations of data (charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts).
	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.).
	uses advanced tools associated with software applications, telecommunications, and emerging technologies.
	compiles a bibliography using a standard prescribed format.
Pro[illegible]	**[illegible]orts, evaluates, and selects information appropriate to topic.**
	[illegible]roblem solves by assessing the reliability and validity of information.

Skip to main content

	determines purpose and point of view, identifies bias, and recognizes various sides of an issue.
	distinguishes among fact, non-fact, opinion, and propaganda.
	compares, summarizes, and generalizes information from varied sources.
	recognizes information deficiencies and locates additional information as necessary.
	relates information to previous experience to determine cause and effect.
	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.
	re-writes thesis statement or re-states problem for investigation based on research results.
	generates and links knowledge, transferring information from one context to another.
Organizing Information	**prioritizes, categories, and synthesizes selected information, individually or with a group, and proposes an appropriate solution to a problem based on prior knowledge and new information.**
	uses extracted information to predict outcomes, draw conclusions, and/or perceive relationships.
	selects and uses an appropriate organizational style (list, web, cluster, traditional outline, e.g.) utilizing brainstorming/webbing techniques & technologies as available.
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 appropriate resources as needed (glossary, dictionary, thesaurus, spell check) to assist with writing and spelling.
	demonstrates ability in proofreading and editing.
	uses word processing skills for note taking, creating reports, lists and tables and producing and publishing a variety of works.

Skip to main content

	uses a spreadsheet program, creating simple formulas for basic functions.
	uses a database program with guidance to browse, edit, add, or delete records in a group or class-created database.
	demonstrates ethical and legal use of information, credits sources of information, and cites references using various formats (footnotes, bibliographies).
Evaluating Efforts	**evaluates the end product/project (student and peer).**
	evaluates reliability of each source used.
	evaluates by one or more of the following techniques: observation, anecdotal records, checklists, rubrics, portfolios, journals/logs, conferences, etc.