

# Grade 4

Adopted 2004

**Defining/Focusing/Appreciation/Orientation** reinforces understanding of the school library media center (LMC) arrangement and procedures.

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demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software).

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identifies, reads, and responds to a variety of classic and contemporary literature from appropriate genres.

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identifies key differences in various genres (folklore, fairytales, tall tales, legends, etc.).

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identifies and reads award winning books.

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identifies essential (key) issues or questions for further exploration.

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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.

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learns a search strategy for locating resources on a specific topic.

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identifies purpose and use of various types of information sources.

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critiques various media productions, identifying personal favorites.

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is aware of and uses community libraries.

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is aware that information is important to a democratic society.

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**Selecting  
Tools/Resources**

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alphabetizes to the fourth letter.

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uses the LMC card or online catalog to locate books by author, subject, or title.

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locates materials using the classification system of the LMC and uses check-out system.

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selects materials that present varied points of view.

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**locates, evaluates, and uses various information sources (books, newspapers, magazines, telephone directory, audio and visual materials, CD-ROM, pre-selected Internet sites, online databases, television and radio, etc.).**

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**uses organizational features and information in media, and online sources (pull down menu, keyword searching, online databases, periodical indexes, Internet visuals, etc.).**

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**identifies and uses parts of book (title page, table of contents, glossary, and index).**

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**identifies other reference materials besides encyclopedias.**

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**understands purpose and organizational features and uses a dictionary, thesaurus, almanac, biographical dictionary, and encyclopedias, general and subject.**

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**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.**

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**uses magazines and newspapers appropriate to his/her own level as a source of current information.**

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**identifies and uses primary and secondary source documents.**

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**evaluates the currency of information by the copyright date or other dating system.**

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**uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, etc.).**

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**operates computers, other technologies, and software necessary to access information.**

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**uses keywords and applies basic search techniques to broaden or narrow topic, (e.g., keyword, phrases), to search information sources.**

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**understands Internet concepts, and uses online resources to investigate curriculum-related issues.**

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**understands and follows district approved Internet use policy/guidelines.**

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**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).**

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## **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 key phrases.

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spells accurately using strategies when necessary.

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organizes information using graphic organizers or simple outlining techniques.

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identifies the types of information in a newspaper.

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uses closed book note taking.

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understands and uses the technique of chunking information by reading sections and making a note.

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takes notes on a topic, recording key words and phrases and summarizing.

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uses 2 or more sources to gather information on a topic, including traditional sources and technology (reference books, databases, e-mail, ask an expert, online searches).

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interprets information from graphics (pictures, charts/graphs, tables/schedules, diagrams/maps, timeline, flowchart, etc.).

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uses information, media, and technology in a responsible and appropriate manner.

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## **Processing Information**

recalls specific details from print, visual, or auditory materials.

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identifies story elements (setting, plot, characters, theme, time & events) and literary devices (e.g., figurative language, dialogue) within a selection.

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examines information for bias or opinion.

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problem solves by interpreting meaning of literature/information and relating it to life experiences.

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determines main idea, sequence, predict, make inferences, and draw conclusions.

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distinguishes fact from opinion, determines cause and effect, generates inquiry, and makes connections with real-life situations.

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evaluates information from print, non-print, electronic, and media sources for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.

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generates and links knowledge, transferring information from one context to another.

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## **Organizing Information**

tells and retells stories in sequence.

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**selects an appropriate organizational style for reporting information (i.e., chronological, argumentative position, order of importance or priority, space order, problem solution, or topical arrangement).**

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**organizes information, incorporates key words and phrases, edits, and proofreads his/her own work.**

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**inspects method of organization to determine missing elements.**

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**Producing Findings**

**includes a simple bibliography and table of contents in written reports.**

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**uses available technology to produce, revise, and publish a variety of works.**

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**presents information orally and/or in an individual or group graph, chart, diagram or other presentation.**

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**uses graphing, spreadsheet or database applications to organize, store, display, and share data.**

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**gives credit for borrowed information by telling or listing sources.**

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**Evaluating Efforts**

**uses a checklist or rubric to self-evaluate his/her own or group efforts during the research process.**

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**respects the rights and opinions of others.**

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**demonstrates competence as evaluated by the teacher using one or more of the following evaluation techniques: observation, anecdotal records, checklists, rubrics, work samples/portfolios, conferences and journals/learning logs.**