

# ISAIL

Illinois Standards-Aligned Instruction for Libraries  
2018

## 4th Grade

Aligned with Illinois Common Core Standards,  
Next Generation Science Standards,  
AASL National School Library Standards for Learners, School Librarians, and School Libraries,  
and ISTE Standards for Students



**AISLE**

Association of Illinois School  
Library Educators

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## Purpose

To empower, educate, and encourage school library information specialists to plan strategically with other teachers to incorporate information literacy skills in lessons and thereby provide college and career readiness for students.

## Vision

The vision of the ISLMA Standards Committee is that this framework will be used to aid in demonstrating the cross-curricular value of school libraries. If used properly, this framework, along with collaboration with other classroom teachers, will provide the data many administrators use for making decisions.

## History

Annually, the Alliance Library System consulting staff (now part of RAILS-Reaching Across Illinois Library System) conducted site visits at each of its member libraries. In 2007, the staff noticed a need for an information literacy or library skills curriculum aligned with the Illinois Learning Standards and the new American Association for School Librarians (AASL) standards. In January 2008, a focus group researched sample curricula and drafted the format of the final tool. In August 2008, the Alliance Library System staff, with the help of member librarians, published the first version in CD format and as an online wiki. In October 2008, the framework was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model. The 2011 revision occurred as a response to the adoption of the Illinois Common Core Standards in English and Math, and in 2015 another revision occurred in response to the Next Generation Science Standards. A 2018 revision updated both the ISTE and AASL standards after new versions were published. The I-SAIL document will continue to be revised as needed to maintain its currency and usefulness.

# Abbreviation Key

## Common Core State Standards:

**English/Language Arts Strand Code:** RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core

**Math Standards Code:** OA=Operations and Algebraic Thinking; NBT=Number and Operations in Base 10; MD=Measurements and Data; G=Geometry; NF=Number and Operations-Fractions; RP=Ratios and Proportional Relationships; NS=Number System; EE=Expressions and Equations; SP=Statistics and Probability; A=Algebra

## AASL National School Library Standards for Learners, School Librarians, and School Libraries:

Shared Foundations and Key Commitments are denoted with Roman numerals, followed by an alphabetical indicator denoting the Domain and Competencies, followed by a number indicating the competency.

# I-SAIL Standards

## **Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge**

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

## **Standard 2: Evaluate information critically and competently**

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

## **Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society**

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

## **Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth**

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

## **Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes**

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

## 4TH GRADE

### **Standard 1 - Access information efficiently and effectively to inquire, think critically, and gain knowledge**

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

### **LIBRARY BENCHMARKS**

- A. Explain an information need
- B. Understand the concept of keywords

### **LIBRARY OBJECTIVES**

1. Use reference materials
2. Identify keywords and/or search terms
3. Use print and/or nonprint resources and select the most appropriate
4. Practice articulating an information need and creating a search strategy
5. Identify primary and secondary sources of information
6. Practice locating materials and information using advanced features of library catalog

Common Core Standards	NGSS	AASL National School Library Standards for Learners	ISTE Standards for Students
<p><b>Reading Literature</b>  <b>Key Ideas and Details</b>            CC.4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            CC.4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>Reading Informational Text</b>  <b>Key Ideas and Details</b>            CC.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.            CC.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>Craft and Structure</b>            CC.4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.            CC.4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.            CC.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>Integration of Knowledge and Ideas</b>            CC.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the</p>	<p><b>Physical Science</b>  <b>Energy</b>            4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.            4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p><b>Waves and their Applications for Information Transfer</b>            4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.            4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.            4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.</p> <p><b>Life Science</b>  <b>From Molecules to Organisms: Structures and Processes</b>            4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	<p><b>I. Inquire</b>  <b>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</b>  <b>A. Think - Learners display curiosity and initiative by:</b>            I.A.1. Formulating questions about a personal interest or a curricular topic.            I.A.2. Recalling prior and background knowledge as context for new meaning.  <b>B. Create - Learners engage with new knowledge by following a process that includes:</b>            I.B.1. Using evidence to investigate questions.            I.B.2. Devising and implementing a plan to fill knowledge gaps.  <b>D. Grow - Learners participate in an ongoing inquiry-based process by:</b>            I.D.1. Continually seeking knowledge.            I.D.2. Engaging in sustained inquiry.            I.D.3. Enacting new understanding through real-world connections.            I.D.4. Using reflection to guide informed decisions.</p> <p><b>IV. Curate</b>  <b>Make meaning for oneself and others by collecting, organizing,</b></p>	<p><b>3. Knowledge Constructor</b>  <b>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</b>            3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.            3d. Students build knowledge by actively exploring real-world problems, developing ideas and theories and pursuing answers and solutions.</p>

information contributes to an understanding of the text in which it appears.

CC.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

CC.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### ***Range of Reading and Complexity of Text***

CC.4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.

### **Reading Foundational Skills**

#### ***Fluency***

CC.4.RF.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.RF.4.a Read on-level text with purpose and understanding.

### **Writing**

#### ***Text Types and Purposes***

CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.4.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CC.4.W.1.b Provide reasons that are supported by facts and details.

CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

#### ***Production and Distribution of Writing***

CC.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### **Earth and Space Science**

#### ***Earth's Place in the Universe***

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.

#### ***Earth's Systems***

4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

#### ***Earth and Human Activity***

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

### **Engineering, Technology, and Application of Science**

#### ***Engineering Design***

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to

***and sharing resources of personal relevance.***

#### **A. Think - Learners act on an information need by:**

IV.A.1. Determining the need to gather information.

IV.A.2. Identifying possible sources of information.

IV.A.3. Making critical choices about information sources to use.

#### **B. Create - Learners gather information appropriate to the task by:**

IV.B.1. Seeking a variety of sources.

IV.B.2. Collecting information representing diverse perspectives.

### **V. Explore**

***Discover and innovate in a growth mindset developed through experience and reflection.***

#### **A. Think - Learners develop and satisfy personal curiosity by:**

V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.

V.A.3. Engaging in inquiry-based processes for personal growth.

### **VI. Engage**

***Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and and interconnected world.***

#### **A. Think - Learners follow ethical and legal guidelines for gathering and using information by:**



(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)

meet the criteria and constraints of the problem.

VI.A.1 Responsibly applying information, technology, and media to learning.

***Research to Build and Present Knowledge***

CC.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.4.W.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

***Range of Writing***

CC.4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

***Speaking and Listening***

***Comprehension and Collaboration***

CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

***Presentation of Knowledge and Ideas***

CC.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## **Language**

### ***Vocabulary Acquisition and Use***

CC.4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

## 4TH GRADE

### **Standard 2 - Evaluate information critically and competently**

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

### **LIBRARY BENCHMARKS**

- A. Determine appropriate sources of information
- B. Identify facts and details that support main ideas
- C. Analyze and evaluate new information based on previous experience and knowledge
- D. Find similar ideas in more than one source
- E. Recognize the differences between sources

### **LIBRARY OBJECTIVES**

1. Practice what facts and details to include in note taking
2. Use appropriate print and/or electronic resources
3. Continue to use different clues to determine important ideas in illustrations and text
4. Recognize common organizational patterns to make sense of information
5. Work in groups to create and evaluate projects and information products
6. Compare content and ideas in different resources
7. Select the most appropriate source to fulfill the information need

## Common Core Standards

## NGSS

## AASL National School Library Standards for Learners

## ISTE Standards for Students

### Reading Literature

#### Key Ideas and Details

- CC.4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC.4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

#### Craft and Structure

- CC.4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- CC.4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

#### Integration of Knowledge and Ideas

- CC.4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### Reading Informational Text

#### Key Ideas and Details

- CC.4.RI.1 Refer to details and examples in a text when explaining what the text says

### Physical Science

#### Energy

- 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

#### Waves and their Applications in Technologies for Information Transfer

- 4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.

### Life Science

#### From Molecules to Organisms: Structures and Processes

- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

### I. Inquire

*Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.*

#### A. Think - Learners display curiosity and initiative by:

- I.A.2. Recalling prior and background knowledge as context for new meaning.

#### B. Create - Learners engage with new knowledge by following a process that includes:

- I.B.1. Using evidence to investigate questions.
- I.B.2. Devising and implementing a plan to fill knowledge gaps.
- I.B.3. Generating products that illustrate learning.

### II. Include

*Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.*

#### A. Think - Learners contribute a balanced perspective when participating in a learning community by:

- II.A.1. Articulating awareness of the contributions of a range of learners.
- II.A.2. Adopting a discerning stance toward points of view and

### 3. Knowledge Constructor

*Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.*

- 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other sources.

3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d. Students build knowledge by actively exploring real-world problems, developing ideas and theories and pursuing answers and solutions.

explicitly and when drawing inferences from the text.

CC.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### ***Craft and Structure***

CC.4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CC.4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CC.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### ***Integration of Knowledge and Ideas***

CC.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CC.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

CC.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### ***Range of Reading and Complexity of Text***

CC.4.RI.10 By the end of year, read and comprehend informational texts, including

### **Earth and Space Science**

#### ***Earth's Place in the Universe***

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.

#### ***Earth's Systems***

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.

#### ***Earth and Human Activity***

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

### **Engineering, Technology, and Application of Science**

#### ***Engineering Design***

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a

opinions expressed in information resources and learning products.

#### **B. Create - Learners adjust their awareness of the global learning community by:**

II.B.1. Interacting with learners who reflect a range of perspectives.

II.B.2. Evaluating a variety of perspectives during learning activities.

### **III. Collaborate**

#### ***Work effectively with others to broaden perspectives and work toward common goals.***

##### **A. Think - Learners identify collaborative opportunities by:**

III.A.1. Demonstrating their desire to broaden and deepen understandings.

III.A.2. Develop new understandings through engagement in a learning group.

III.A.3. Deciding to solve problems informed by group interaction.

##### **C. Share - Learners work productively with others to solve problems by:**

III.C.1. Soliciting and responding to feedback from others.

III.C.2. Involving diverse perspectives in their own inquiry processes.

##### **D. Grow - Learners actively participate with others in learning situations by:**

III.D.1. Actively contributing to group discussions.

III.D.2. Recognizing learning as a social responsibility.

### **7. Global Collaborator**

**Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**

7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.

model or prototype that can be improved.

#### **IV. Curate**

***Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.***

##### **A. Think - Learners act on an information need by:**

- IV.A.1. Determining the need to gather information.
- IV.A.2. Identifying possible sources of information.
- IV.A.3. Making critical choices about information sources to use.

##### **B. Create - Learners gather information appropriate to the task by:**

- IV.B.1. Seeking a variety of sources.
- IV.B.2. Collecting information representing diverse perspectives.
- IV.B.3. Systematically questioning and assessing the validity and accuracy of information.
- IV.B.4. Organizing information by priority, topic, or other systematic scheme.

##### **D. Grow - Learners select and organize information for a variety of audiences:**

- IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

#### **V. Explore**

***Discover and innovate in a growth mindset developed through experience and reflection.***

##### **A. Think - Learners develop and satisfy personal curiosity by:**

#### **Reading Foundational Skills**

##### ***Fluency***

- CC.4.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- CC.4.RF.4.a Read on-level text with purpose and understanding.

#### **Writing**

##### ***Text Types and Purposes***

- CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CC.4.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- CC.4.W.1.b Provide reasons that are supported by facts and details.
- CC.4.W.1.d Provide a concluding statement or section related to the opinion presented.
- CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.

##### ***Production and Distribution of Writing***

- CC.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for

writing types are defined in standards 1–3 above.)

CC.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)

#### ***Research to Build and Present Knowledge***

CC.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.4.W.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

CC.4.W.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

#### ***Range of Writing***

CC.4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

#### ***Comprehension and Collaboration***

V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

### **VI. Engage**

***Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.***

**A. Think - Learners follow ethical and legal guidelines for gathering and using information by:**

VI.A.1 Responsibly applying information, technology, and media to learning.

VI.A.2. Understanding the ethical use of information, technology, and media.

VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.



- CC.4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- CC.4.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CC.4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
- CC.4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CC.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

***Presentation of Knowledge and Ideas***

- CC.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Language**

***Vocabulary Acquisition and Use***

- CC.4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- CC.4.L.6 Acquire and use accurately grade-appropriate general academic and



domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## 4th GRADE

### **Standard 3 - Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society**

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for revising and improving process and product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

### **LIBRARY BENCHMARKS**

- A. Communicate results of information search in format appropriate for content
- B. Recognize ownership of written and illustrated material
- C. Observe Internet guidelines and protocols as defined in the district's policies

### **LIBRARY OBJECTIVES**

1. Edit, format, spell-check, save, proofread, and print original documents using a word processor
2. Collaborate with other students to solve information problems
3. Organize information using such differentiated techniques as graphic organizers, storyboarding, or webbing
4. Present, perform, share, and evaluate the results of information searches in a new form
5. Recognize the need for citing sources and begin to record simple bibliographies
6. Respect different points of view and opinions
7. Differentiate between note taking and copying verbatim from sources used

Common Core Standards	NGSS	AASL National School Library Standards for Learners	ISTE Standards for Students
<p><b>Reading Literature</b>  <b>Key Ideas and Details</b>            CC.4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            CC.4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>Integration of Knowledge and Ideas</b>            CC.4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><b>Reading Informational Text</b>  <b>Key Ideas and Details</b>            CC.4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            CC.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.            CC.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>Craft and Structure</b>            CC.4.RI.4 Determine the meaning of general academic and domain-specific words or</p>	<p><b>Physical Science</b>  <b>Energy</b>            4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.            4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.            PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p><b>Waves and their Applications in Technologies for Information Transfer</b>            4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.            4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.            4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.</p> <p><b>Life Science</b>  <b>From Molecules to Organisms: Structures and Processes</b></p>	<p><b>I. Inquire</b>  <i>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</i>  <b>B. Create - Learners engage with new knowledge by following a process that includes:</b>            I.B.1. Using evidence to investigate questions.            I.B.2. Devising and implementing a plan to fill knowledge gaps.            I.B.3. Generating products that illustrate learning.</p> <p><b>II. Include</b>  <i>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</i>  <b>A. Think - Learners contribute a balanced perspective when participating in a learning community by:</b>            II.A.1. Articulating awareness of the contributions of a range of learners.            II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p>	<p><b>1. Empowered Learner</b>  <i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i>            1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p><b>2. Digital Citizen</b>  <i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</i>            2c. Students demonstrate and understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p><b>3. Knowledge Constructor</b>  <i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i>            3c. Students curate information from digital</p>

<p>phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CC.4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CC.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>CC.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CC.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>Range of Reading and Complexity of Text</b></p> <p>CC.4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.</p>	<p>4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>4-LS-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p> <p><b>Earth and Space Science</b> <b>Earth's Place in the Universe</b></p> <p>4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.</p> <p><b>Earth's Systems</b></p> <p>4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p><b>Earth and Human Activity</b></p> <p>4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>	<p>II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.</p> <p><b>B. Create - Learners adjust their awareness of the global learning community by:</b></p> <p>II.B.1. Interacting with learners who reflect a range of perspectives.</p> <p>II.B.2. Evaluating a variety of perspectives during learning activities.</p> <p>II.B.3. Representing diverse perspectives during learning activities.</p> <p><b>C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:</b></p> <p>II.C.1. Engaging in informed conversation and active debate.</p> <p>II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</p> <p><b>D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community:</b></p> <p>II.D.1. Seeking interactions with a range of learners.</p> <p>II.D.2. Demonstrating interest in other perspectives during learning activities.</p> <p>II.D.3. Reflecting on their own place within the global learning community.</p>	<p>resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>3d. Students build knowledge by actively exploring real-world problems, developing ideas and theories and pursuing answers and solutions.</p> <p><b>6. Creative Communicator</b> <b>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</b></p> <p>6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6b. Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6d. Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>7. Global Collaborator</b> <b>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and</b></p>
<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p>CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CC.4.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related</p>	<p><b>Engineering, Technology, and Application of Science</b> <b>Engineering Design</b></p>	<p><b>III. Collaborate</b> <b>Work effectively with others to broaden perspectives and work toward common goals.</b></p>	

ideas are grouped to support the writer's purpose.

CC.4.W.1.b Provide reasons that are supported by facts and details.

CC.4.W.1.d Provide a concluding statement or section related to the opinion presented.

CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.

#### ***Production and Distribution of Writing***

CC.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)

CC.4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

#### **B. Create - Learners work productively with others to solve problems by:**

III.B.1. Using a variety of communication tools and resources.

III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

#### **C. Share - Learners work productively with others to solve problems by:**

III.C.1. Soliciting and responding to feedback from others.

III.C.2. Involving diverse perspectives in their own inquiry processes.

#### **D. Grow - Learners actively participate with others in learning situations by:**

III.D.1. Actively contributing to group discussions.

III.D.2. Recognizing learning as a social responsibility.

#### **IV. Curate**

***Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.***

#### **B. Create - Learners gather information appropriate to the task by:**

IV.B.4. Organizing information by priority, topic, or other systematic scheme.

#### **C. Share - Learners exchange information resources within and beyond their learning community by:**

#### **working effectively in teams locally and globally.**

7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b. Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

keyboarding skills to type a minimum of one page in a single sitting.

**Research to Build and Present Knowledge**

CC.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.4.W.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

CC.4.W.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**Range of Writing**

CC 4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

**Comprehension and Collaboration**

CC.4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

CC.4.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

IV.C.1. Accessing and evaluating collaboratively constructed information sites.

IV.C.2. Contributing to collaboratively constructed information sites by ethically using and reproducing others’ work.

IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

**D. Grow - Learners select and organize information for a variety of audiences:**

IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

**V. Explore**

*Discover and innovate in a growth mindset developed through experience and reflection.*

**C. Share - Learners engage with the learning community by:**

V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.

V.C.2. Co-constructing innovative means of investigation.

V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.

**D. Grow - Learners develop through experiences and reflection by:**



- CC.4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
- CC.4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CC.4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

#### **Presentation of Knowledge and Ideas**

- CC.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CC.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CC.4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)

#### **Language**

##### **Conventions of Standard English**

- CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- V.D.1. Iteratively responding to challenges.
- V.D.2. recognizing capabilities and skills that can be developed, improved, and expanded.
- V.D.3. Open-mindedly accepting feedback for positive and constructive growth.

#### **VI. Engage**

***Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and and interconnected world.***

**A. Think - Learners follow ethical and legal guidelines for gathering and using information by:**

- VI.A.1 Responsibly applying information, technology, and media to learning.
- VI.A.2. Understanding the ethical use of information, technology, and media.
- VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

**B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:**

- VI.B.1 Ethically using and reproducing others' work.
- VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

CC.4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.4.L.2.a Use correct capitalization.

CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language**

CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.4.L.3.a Choose words and phrases to convey ideas precisely.\*

CC.4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary Acquisition and Use**

CC.4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

VI.B.3. Including elements in personal knowledge products that allow others to credit content appropriately.

**C. Share - Learners responsibly, ethically, and legally share new information with a global community by:**

VI.C.1 Sharing information resources in accordance with modifications, reuse, and remix policies.

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

**D. Grow - Learners engage with information to extend personal learning by:**

VI.D.1. Personalizing their use of information and information technologies.

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.



## 4th GRADE

### **Standard 4 - Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth**

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

### **LIBRARY BENCHMARKS**

- Use both text and visuals to understand literature
- Select a "Just Right" book independently for personal reading
- Recognize different types and elements of literature
- Analyze and understand information presented creatively in various nontextual formats
- Seek information related to personal interests
- Select resources and materials based on interest, need, and appropriateness

### **LIBRARY OBJECTIVES**

- Select a "Just Right" book during literature selection
- Read various traditional folklore
- Read various genres
- Read and comprehend informational texts
- Recognize various literary elements within works
- Participate in guided discussions about literature to share opinions and responses
- Develop individual taste in series, author, and genre reading
- Distinguish differences among award-winning literature appropriate to age group
- Appreciate information presented creatively in various formats
- Read for pleasure, seek answers, and explore topics of personal interest
- Access libraries, library staff, and library resources both personally and virtually

## Common Core Standards

### Reading Literature

#### **Key Ideas and Details**

- CC.4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC.4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CC.4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### **Craft and Structure**

- CC.4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- CC.4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
- CC.4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### **Integration of Knowledge and Ideas**

- CC.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- CC.4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### **Range of Reading and Complexity of Text**

- CC.4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## AASL National School Library Standards for Learners

### I. Inquire

***Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.***

#### **A. Think - Learners display curiosity and initiative by:**

- I.A.1. Formulating questions about a personal interest or a curricular topic.
- I.A.2. Recalling prior and background knowledge as context for new meaning.

#### **D. Grow - Learners participate in an ongoing inquiry-based process by:**

- I.D.1. Continually seeking knowledge.
- I.D.2. Engaging in sustained inquiry.
- I.D.3. Enacting new understanding through real-world connections.

### II. Include

***Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.***

#### **D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community:**

- II.D.1. Seeking interactions with a range of learners.
- II.D.2. Demonstrating interest in other perspectives during learning activities.
- II.D.3. Reflecting on their own place within the global learning community.

## ISTE Standards for Students

### 1. Empowered Learner

**Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.**

- 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1b. Students build networks and customize their learning environments in ways that support the learning process.

## **Reading Informational Text**

### **Key Ideas and Details**

CC.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### **Integration of Knowledge and Ideas**

CC.4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

## **Reading Foundational Skills**

### **Fluency**

CC.4.RF.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.RF.4.a Read on-level text with purpose and understanding.

CC.4.RF.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.

## **Writing**

### **Text Types and Purposes**

CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.4.W.1.d Provide a concluding statement or section related to the opinion presented.

CC.4.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.4.W.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

### **Production and Distribution of Writing**

CC.4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### **Research to Build and Present Knowledge**

CC.4.W.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

### **Range of Writing**

CC.4.W.10 Write routinely over extended time frames (time for

## **III. Collaborate**

**Work effectively with others to broaden perspectives and work toward common goals.**

**D. Grow - Learners actively participate with others in learning situations by:**

III.D.1. Actively contributing to group discussions.

III.D.2. Recognizing learning as a social responsibility.

## **IV. Curate**

**Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.**

**B. Create - Learners gather information appropriate to the task by:**

IV.B.1. Seeking a variety of sources.

IV.B.2. Collecting information representing diverse perspectives.

## **V. Explore**

**Discover and innovate in a growth mindset developed through experience and reflection.**

**A. Think - Learners develop and satisfy personal curiosity by:**

V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

**C. Share - Learners engage with the learning community by:**

V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.

research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

### ***Comprehension and Collaboration***

- CC.4.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CC.4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### ***Presentation of Knowledge and Ideas***

- CC.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CC.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CC.4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)

## **Language**

### ***Conventions of Standard English***

- CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

### ***Vocabulary Acquisition and Use***

- CC.4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and

determine or clarify the precise meaning of key words and phrases.

## 4TH GRADE

### **Standard 5 - Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes**

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

### **LIBRARY BENCHMARKS**

- A. Use personal and private information appropriately
- B. Behave responsibly and respectfully in a networked environment
- C. Use electronic devices safely and appropriately

### **LIBRARY OBJECTIVES**

1. Protect personal information, apply stranger-danger knowledge and skills on the Internet, and choose online friends wisely
2. Use the Internet to visit assigned websites and safely perform supervised searches
3. Practice good online manners, recognizing some communications can be hurtful to others
4. Report uncomfortable situations to an adult
5. Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, pornography, etc.)
6. Protect electronic devices from physical harm and, with guidance, recognize and avoid potential damaging or invasive content

## Common Core Standards

### Reading Literature

#### **Key Ideas and Details**

- CC.4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC.4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CC.4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### **Craft and Structure**

- CC.4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
- CC.4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### **Integration of Knowledge and Ideas**

- CC.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

### Reading Informational Text

#### **Key Ideas and Details**

- CC.4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### **Craft and Structure**

- CC.4.RI.5 Describe the overall structure (e.g., chronology, comparison,

## AASL National School Library Standards for Learners

### III. Collaborate

***Work effectively with others to broaden perspectives and work toward common goals.***

#### **B. Create - Learners work productively with others to solve problems by:**

- III.B.1. Using a variety of communication tools and resources.
- III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

#### **D. Grow - Learners actively participate with others in learning situations by:**

- III.D.1. Actively contributing to group discussions.
- III.D.2. Recognizing learning as a social responsibility.

### IV. Curate

***Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.***

#### **B. Create - Learners gather information appropriate to the task by:**

- IV.B.3. Systematically questioning and assessing the validity and accuracy of information.

#### **C. Share - Learners exchange information resources within and beyond their learning community by:**

- IV.C.1. Accessing and evaluating collaboratively constructed information sites.
- IV.C.2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.

## ISTE Standards for Students

### 2. Digital citizenship

**Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

- 2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2b Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

### ***Integration of Knowledge and Ideas***

CC.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CC.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### ***Range of Reading and Complexity of Text***

CC.4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.

## **Reading Foundational Skills**

### ***Fluency***

CC.4.RF.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.RF.4.a Read on-level text with purpose and understanding.

## **Writing**

### ***Text Types and Purposes***

CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.4.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CC.4.W.1.b Provide reasons that are supported by facts and details.

CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

### ***Production and Distribution of Writing***

CC.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)

IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

## **VI. Engage**

***Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.***

**C. Share - Learners responsibly, ethically, and legally share new information with a global community by:**

VI.C.1 Sharing information resources in accordance with modifications, reuse, and remix policies.

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

**D. Grow - Learners engage with information to extend personal learning by:**

VI.D.1. Personalizing their use of information and information technologies.

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.



CC.4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

***Research to Build and Present Knowledge***

CC.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.4.W.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

***Range of Writing***

CC.4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

***Presentation of Knowledge and Ideas***

CC.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**Language**

***Knowledge of Language***

CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Vocabulary Acquisition and Use***

CC.4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CC.4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when

discussing animal preservation).