

# Grade 4

Adopted 2010

## Students access information.

### 1.1 Recognize the need for information:

- a. Identify a more complex problem or question that needs information.
  - b. Recognize and use appropriate "pre-search" strategies (e.g., recall of prior knowledge).
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### 1.2 Formulate appropriate questions:

- a. Identify words with multiple meanings that may affect a search.
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### 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:

- a. Use Standard reference tools online and in print, including dictionaries, atlases, thesauruses, encyclopedias, and almanacs.
  - b. Explain the basic organization of the library classification system (e.g., 10 major Dewey decimal system classifications).
  - c. Understand the organization of newspapers and periodicals, both in print and online, and how to use them.
  - d. Define online terms (e.g., home page, Web site, responsibility statement, search engine, uniform resource locator [URL]).
  - e. Define URL Internet extensions (e.g., .com, .org, .edu, .gov, .us, .net).
  - f. Use electronic menus and icons (e.g., search, content, help screen, index, key words) to locate information.
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### 1.4 Retrieve information in a timely, safe, and responsible manner:

- a. Extract information from illustrations, photographs, charts, graphs, maps, and tables in print, nonprint, and digital formats.
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## Students evaluate information.

### 2.1 Determine the relevance of the information:

- a. Extract and record appropriate and significant information from the text (notetaking).

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**2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:**

- a. Identify the factors that make a source comprehensive, current, credible, authoritative, and accurate.
  - b. Distinguish between fact and opinion in expository text.
  - c. Recognize the role of media to persuade, interpret events, and transmit culture.
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**2.3 Consider the need for additional information:**

- a. Verify accuracy of prior knowledge.
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**Students use information.**

**3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:**

- a. Identify author, title, copyright date, and publisher.
  - b. Use approved or personal passwords appropriately.
  - c. Understand the environment of Internet anonymity and that not everyone on the Internet is truthful and reliable.
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**3.2 Draw conclusions and make informed decisions:**

- a. Summarize the main ideas and the most significant details of research results.
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**3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:**

- a. Understand and use a variety of organizational structures, as appropriate, to convey information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).
  - b. Select a focus, an organizational structure, and a point of view for a report or presentation based upon purpose, audience, length, and format requirements.
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**Students integrate information literacy skills into all areas of learning.**

**4.1 Read widely and use various media for information, personal interest, and lifelong learning:**

- a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually (e.g., classic and contemporary literature, magazines, newspapers, online information).
  - b. Understand and describe the purpose of age-appropriate book awards (e.g., Caldecott, Newbery, California Young Reader).
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**4.2 Seek, produce, and share information:**

- a. Evaluate information of a personal interest for accuracy, credibility, and relevance.
- b. Communicate with others outside the school environment through the use of technology to share information (e.g., video conference, blog, wiki, chat room, discussion board).

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**4.3 Appreciate and respond to creative expressions of information:**

- a. Use a variety of information resources to deliver oral presentations that express main ideas supported by significant details.