California Library

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).

1.2 Formulate appropriate questions:

a. Identify words with multiple meanings that may affect a search.

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.

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.

Students evaluate information.

2.1 Determine the relevance of the information:

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

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

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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.

2.3 Consider the need for additional information:

a. Verify accuracy of prior knowledge.

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.

3.2 Draw conclusions and make informed decisions:

a. Summarize the main ideas and the most significant details of research results.

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.

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).

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).

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.