

Oregon School Library

Grade 4

INFORMATION LITERACY: Use strategies for locating, selecting, organizing, understanding, evaluating, using, and producing information, within physical and digital information environments

Standard 1 Use skills, resources, and tools to inquire, think critically, and gain knowledge

- A Follow an inquiry-based process to seek knowledge **LIB 1.1.A**
 - 4. With support, follow an inquiry process using a prescribed framework **LIB 1.1.A.4**
- B Apply prior knowledge to new learning **LIB 1.1.B**
 - 4. Use prior knowledge to make connections to a problem, question, or topic **LIB 1.1.B.4**
- C Develop, select, clarify, and use questions to search for information **LIB 1.1.C**
 - 4. With support, generate and use multiple questions to explore a topic **LIB 1.1.C.4**
- D Develop, select, clarify, and use strategies to search for information **LIB 1.1.D**
 - 4. With guidance and support, use research questions to find information by generating keywords, synonyms, and related concepts. **LIB 1.1.D.4**
- E Find, evaluate, and select appropriate sources to answer questions **LIB 1.1.E**
 - 4. With support, find and use sources to answer questions, and demonstrate an understanding that criteria is used to select relevant sources **LIB 1.1.E.4**
- F Select and use tools within sources to access content **LIB 1.1.F**
 - 4. With prompting, guidance, and support, use basic navigational tools within a variety of sources to access content **LIB 1.1.F.4**
- G Evaluate information for accuracy, validity, importance, and bias **LIB 1.1.G**
 - 4. With support, explore accuracy, validity, importance, and bias as concepts for evaluating information **LIB 1.1.G.4**
- H Read, view, and listen to information in a variety of formats **LIB 1.1.H**
 - 4. Engage with information presented in a variety of formats **LIB 1.1.H.4**
- I Collaborate to broaden and deepen understanding **LIB 1.1.I**
 - 4. With prompting, guidance, and support, identify the benefits of collaboration within digital and physical environments specific to purpose **LIB 1.1.I.4**
- J Assess the effectiveness of questions, strategies, and processes used in research to find information **LIB 1.1.J**
 - 4. With guidance and support, demonstrate an understanding that asking relevant, answerable questions guides research and that

questions may need to be refined; and that there are strategies within the research process [LIB 1.1.J.4](#)

Standard 2 Use skills, resources, and tools to draw conclusions, make informed decisions, create new knowledge and apply knowledge to new situations

- A Analyze and evaluate information to draw conclusions [LIB 1.2.A](#)
 - 4. With support, draw conclusions referring to main ideas and supporting details across multiple sources [LIB 1.2.A.4](#)
- B Analyze and evaluate information to make informed decisions [LIB 1.2.B](#)
 - 4. With support, evaluate information for purpose and point of view [LIB 1.2.B.4](#)
- C Analyze, organize, and synthesize information using a variety of tools [LIB 1.2.C](#)
 - 4. With prompting, guidance, and support, examine and use tools to organize, analyze, and synthesize information [LIB 1.2.C.4](#)
- D Use information to answer questions and inspire further investigation [LIB 1.2.D](#)
 - 4. With guidance and support, answer questions to demonstrate an understanding of information from a source by citing details and examples from a source [LIB 1.2.D.4](#)
- E Use information to solve real-world problems and inspire further investigation [LIB 1.2.E](#)
 - 4. With support, use multiple teacher provided sources to generate possible solutions to a real-world problem; and explore questions that arise from the investigation [LIB 1.2.E.4](#)
- F Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems [LIB 1.2.F](#)
 - 4. With prompting, guidance, and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose [LIB 1.2.F.4](#)
- G Reach and defend informed conclusions based on best evidence [LIB 1.2.G](#)
 - 4. With prompting, guidance and support, reach an informed conclusion based on evidence [LIB 1.2.G.4](#)
- H Evaluate the effectiveness of the skills and tools used to create new knowledge [LIB 1.2.H](#)
 - 4. With guidance and support, identify the skills and/or tools used to create new knowledge [LIB 1.2.H.4](#)

Standard 3 Use skills, resources, and tools to create and share work that expresses and demonstrates new understandings

- A** Analyze delivery formats for sharing understanding **LIB 1.3.A**
4. With prompting, guidance, and support, evaluate and use delivery formats to create and share work based on purpose and audience **LIB 1.3.A.4**
- B** Use appropriate tools to create and share new work **LIB 1.3.B**
4. With prompting, guidance, and support, select appropriate tools to create and share work based on purpose and audience **LIB 1.3.B.4**
- C** Collaborate with others to create original products and share new understanding **LIB 1.3.C**
4. With prompting, guidance, and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose **LIB 1.3.C.4**
- D** Reflect on a product's effectiveness in expressing and demonstrating new understandings **LIB 1.3.D**
4. With prompting, guidance, and support, identify ways to reflect on a product's expression of new understandings. **LIB 1.3.D.4**
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READING ENGAGEMENT
Read to pursue lifelong intellectual, personal, and emotional growth

Standard 1 Develop an appreciation for reading

- A Read, listen to, and view a variety of genres and formats **LIB 2.1.A**
 - 4. With support, self-select and interact with different genres and formats, and demonstrate an understanding that each genre has specific characteristics **LIB 2.1.A.4**
- B Identify, reflect upon and respond to works which exemplify the human experience **LIB 2.1.B**
 - 4. With guidance and support, discuss and reflect upon new and/or familiar perspectives encountered in a variety of works **LIB 2.1.B.4**
- C Read to answer questions, make decisions, or solve problems **LIB 2.1.C**
 - 4. Demonstrate an understanding that reading can help in answering questions, making decisions, and solving problems **LIB 2.1.C.4**
- D Explore text to text, text to self, and text to world connections **LIB 2.1.D**
 - 4. Read stories and identify similarities among the texts, between self and texts, and between the world and texts **LIB 2.1.D.4**
- E Appreciate and evaluate author's craft and use of literary devices **LIB 2.1.E**
 - 4. Listen to and read a variety of stories by the same author and describe basic similarities and differences among the stories **LIB 2.1.E.4**
- F Read to seek multiple diverse and inclusive perspectives **LIB 2.1.F**
 - 4. Read and discuss a variety of fiction and nonfiction to explore multiple diverse and inclusive perspectives **LIB 2.1.F.4**

Standard 2 Comprehend, interpret and evaluate informational and fictional text

- A Read, listen to, view, and integrate information to build background knowledge **LIB 2.2.A**
 - 4. With support, interact with a variety of sources to build background knowledge **LIB 2.2.A.4**
- B Demonstrate reading for meaning by finding the main and supporting details **LIB 2.2.B**
 - 4. With guidance and support, identify main ideas and supporting details **LIB 2.2.B.4**
- C Demonstrate reading for meaning by evaluating evidence, drawing conclusions, and forming opinions **LIB 2.2.C**
 - 4. With support, form and support an opinion with evidence from a source **LIB 2.2.C.4**
- D Read to understand history, current events, and to make personal decisions **LIB 2.2.D**
 - 4. With support, select and read materials to make personal decisions, and to develop an understanding of history and current events **LIB 2.2.D.4**
- E Evaluate text for author's purpose **LIB 2.2.E**
 - 4. With guidance and support, interact with a variety of texts to determine author's purpose **LIB 2.2.E.4**

Standard 3 Build reading skills and behaviors for lifelong learning

- A Apply reading strategies across the content areas [LIB 2.3.A](#)
 - 4. Demonstrate an understanding that text features are tools that can be used as strategies for reading [LIB 2.3.A.4](#)
- B Demonstrate an understanding that text features are tools that can be used as strategies for reading [LIB 2.3.B](#)
 - 4. With support, participate in reading and learning communities by sharing ideas, asking and answering questions, listening to others, and understanding that learning communities are guided by rules and protocols [LIB 2.3.B.4](#)
- C Self-select reading materials from a variety of genres and formats [LIB 2.3.C](#)
 - 4. With guidance and support, identify genres and formats within fiction and nonfiction materials, and make a selection [LIB 2.3.C.4](#)
- D Make personal and global connections to the real world when reading a variety of texts [LIB 2.3.D](#)
 - 4. Read or listen to a text and make personal connections [LIB 2.3.D.4](#)
- E Demonstrate resiliency, perseverance, and stamina when reading a variety of texts [LIB 2.3.E](#)
 - 4. Read, listen to and discuss stories with themes of resiliency, perseverance, and stamina [LIB 2.3.E.4](#)

SOCIAL RESPONSIBILITY
Share knowledge and participate ethically and productively as members of a democratic society**Standard 1 Practice ethical behavior to share knowledge**

- A Use appropriate language when communicating with others [LIB 3.1.A](#)
 - 4. With guidance and support, use appropriate language and consider the audience and environment to communicate [LIB 3.1.A.4](#)
- B Participate in and advocate for safe and ethical communication [LIB 3.1.B](#)
 - 4. With support, explore the concept of ethical communication, practice strategies for safe interaction in face-to-face and online environments, and develop an awareness of digital citizenship [LIB 3.1.B.4](#)
- C Practice accuracy and consider bias when sharing information [LIB 3.1.C](#)
 - 4. With prompting, guidance, and support, recognize and identify biased information, and demonstrate an understanding of the importance of sharing objective and accurate information [LIB 3.1.C.4](#)

Standard 2 Practice ethical behavior when using print and digital resources

- A Use a variety of authoritative sources, considering multiple perspectives and points of view **LIB 3.2.A**
 - 4. With support use a variety of teacher-selected authoritative sources to answer a question or explore a topic **LIB 3.2.A.4**
- B Generate accurate source citations **LIB 3.2.B**
 - 4. With support, create a citation using basic formatting and punctuation for author, title and publication date, and demonstrate an understanding that it is appropriate to give creators credit for their work **LIB 3.2.B.4**
- C Avoid plagiarism when gathering, presenting, or publishing information **LIB 3.2.C**
 - 4. With guidance and support, identify original sources used when taking notes to gather information **LIB 3.2.C.4**
- D Respect the intellectual property of others and copyright law when gathering, presenting, or publishing information **LIB 3.2.D**
 - 4. Begins in 5th grade **LIB 3.2.D.4**

Standard 3 Participate collaboratively, respectfully and productively as a member of a democratic society

- A Collaborate as members of a social and intellectual community **LIB 3.3.A**
 - 4. Explore protocols and behaviors for collaboration in a variety of large and small group settings **LIB 3.3.A.4**
- B Advocate for intellectual freedom and uphold the rights of others **LIB 3.3.B**
 - 4. With support, make individual selections about what to read/view, and support others' choices **LIB 3.3.B.4**
- C Demonstrate responsible citizenship in use of materials and resources **LIB 3.3.C**
 - 4. Identify and practice responsible use and care of materials and resources **LIB 3.3.C.4**