

Illinois Standards-Aligned Instruction for Libraries • 2015



Aligned with Illinois Common Core Standards,
Next Generation Science Standards,
AASL Standards for the 21st Century Learner,
and Guided by the ISTE Standards

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The Illinois School Library Media Association (ISLMA) would like to express its appreciation to the following persons for assisting with the design and development of this project:

ISLMA Standards Committee consisting of:

2015: Holly Pantle, Chair; Laura Winters, Board Representative; Rebecca Swanson, Becky Robinson, Jennifer Campbell, Angie Green, Pat Salvatini, Dan Heaven, Nancy Wadin, Emily Pickell.

2011: Becky Robinson, Chair; Erin Wyatt, Board Representative; Pam Kramer, Adviser
Katie Alexander, Vandora Elfrink, Inma Galan-Leonard, Angie Green, Marianne O'Keefe,
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2008: Becky Robinson, Chair;
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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. The 2015 revision occurred as a response to the Next Generation Science Standards. The I-SAIL document will continue to be revised as needed to maintain its currency and usefulness.

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	LIBRARY BENCHMARKS
<p>Access information efficiently and effectively to inquire, think critically, and gain knowledge</p> <ul style="list-style-type: none"> 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 	<p>A. Explain an information need B. Understand the concept of keywords</p>
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> Use reference materials Identify keywords and/or search terms Use print and/or nonprint resources and select the most appropriate Practice articulating an information need and creating a search strategy Identify primary and secondary sources of information Practice locating materials and information using advanced features of library catalog

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
<p>Reading Literature <i>Key Ideas and Details</i> 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>Reading Informational Text <i>Key Ideas and Details</i> 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>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.</p> <p>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</p>	<p>Physical Science <i>Energy</i> 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>Waves and their Applications 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.</p> <p>Life Science <i>From Molecules to Organisms: Structures and Processes</i> 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p>	<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: c. use models and simulations to explore complex systems and issues.</p> <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>3. Research and Information Fluency Students apply digital tools to</p>

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<p>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>Range of Reading and Complexity of Text</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>Reading Foundational Skills</p> <p>Fluency</p> <p>CC.4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CC.4.RF.4.a Read on-level text with purpose and understanding.</p> <p>Writing</p> <p>Text Types and Purposes</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 ideas are grouped to support the writer's purpose.</p> <p>CC.4.W.1.b Provide reasons that are supported by facts and details.</p> <p>CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Production and Distribution of Writing</p> <p>CC.4.W.5 With guidance and support from peers</p>	<p>reproduction.</p> <p>Earth and Space Science</p> <p>Earth's Place in the Universe</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>Earth's Systems</p> <p>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.</p> <p>Earth and Human Activity</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>Engineering, Technology, and Application of Science</p> <p>Engineering Design</p> <p>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.</p> <p>3-5-ETS1-2 Generate and compare multiple possible</p>	<p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.4 Seek appropriate help when it is needed.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.6 Use the writing process,</p>	<p>gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>4. Critical Thinking, Problem Solving, and Decision Making</p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>c. collect and analyze data to identify solutions and/or make informed decisions.</p> <p>6. Technology Operations and Concepts</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</p> <p>a. understand and use technology systems.</p> <p>b. select and use applications effectively and productively.</p> <p>d. transfer current knowledge to learning of new technologies.</p>
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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.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,

solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

media and visual literacy, and technology skills to create products that express new understandings.

2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.4.2 Reflect on systematic process and assess for completeness of investigation.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

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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.

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4th GRADE

Standard 2	LIBRARY BENCHMARKS
<p>Evaluate information critically and competently</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> Practice what facts and details to include in note taking Use appropriate print and/or electronic resources Continue to use different clues to determine important ideas in illustrations and text Recognize common organizational patterns to make sense of information Work in groups to create and evaluate projects and information products Compare content and ideas in different resources Select the most appropriate source to fulfill the information need

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
<p>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.</p> <p>CC.4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Physical Science Energy 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p>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.</p> <p>4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p>4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.</p> <p>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</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal</p>	<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <ol style="list-style-type: none"> apply existing knowledge to generate new ideas, products, or processes. create original works as a means of personal or group expression. use models and simulations to explore complex systems and issues. <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <ol style="list-style-type: none"> interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. communicate information and ideas effectively to multiple audiences using a variety of media and formats. contribute to project teams to produce original works or

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<p>from the text.</p> <p>CC.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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>Craft and Structure</p> <p>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.</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>Integration of Knowledge and Ideas</p> <p>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.</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>Range of Reading and Complexity of Text</p> <p>CC.4.RI.10 By the end of year, read and comprehend informational texts, including</p>	<p>reproduction.</p> <p>Earth and Space Science <i>Earth's Place in the Universe</i></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>Earth's Systems</p> <p>4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>Earth and Human Activity</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>Engineering, Technology, and Application of Science <i>Engineering Design</i></p> <p>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.</p> <p>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.</p>	<p>guidelines in gathering and using information.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources</p>	<p>solve problems.</p> <p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information. Students:</p> <ol style="list-style-type: none"> plan strategies to guide inquiry. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. process data and report results. <p>4. Critical Thinking, Problem Solving, and Decision Making</p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <ol style="list-style-type: none"> plan and manage activities to develop a solution or complete a project. collect and analyze data to identify solutions and/or make informed decisions. use multiple processes and diverse perspectives to explore alternative solutions. <p>5. Digital Citizenship</p> <p>Students understand human, cultural, and societal issues</p>
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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.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

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.

when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

3.1.3 Use writing and speaking skills to communicate new understandings effectively

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.4.1 Access the process by which learning was achieved in order

related to technology and practice legal and ethical behavior.

Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

d. transfer current knowledge to learning of new technologies.

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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.

to revise strategies and learn more effectively in the future

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Speaking and Listening

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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.
- 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.

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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	LIBRARY BENCHMARKS
<p>Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society</p> <ul style="list-style-type: none"> 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) 	<p>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</p>
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> Edit, format, spell-check, save, proofread, and print original documents using a word processor Collaborate with other students to solve information problems Organize information using such differentiated techniques as graphic organizers, storyboarding, or webbing Present, perform, share, and evaluate the results of information searches in a new form Recognize the need for citing sources and begin to record simple bibliographies Respect different points of view and opinions Differentiate between note taking and copying verbatim from sources used

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: 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. 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.	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-PS3-3 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. 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.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts 1.2.3 Demonstrate creativity by	1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. 2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. d. contribute to project teams to produce original works or solve problems.
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.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	Life Science From Molecules to Organisms: Structures and Processes 4-LS1-1 Construct an argument that		3. Research and Information

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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 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.

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

plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

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.

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

using multiple resources and formats.

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.1 Demonstrate flexibility in use of resources by adapting

Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

d. process data and report results.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and

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<p>organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>CC.4.W.1.b Provide reasons that are supported by facts and details.</p> <p>CC.4.W.1.d Provide a concluding statement or section related to the opinion presented.</p> <p>CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CC.4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p><i>Production and Distribution of Writing</i></p> <p>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.)</p> <p>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.)</p> <p>CC.4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as</p>	<p>problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>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.</p> <p>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.</p>	<p>information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that</p>	<p>applications.</p> <p>d. transfer current knowledge to learning of new technologies.</p>
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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.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

others can view, use, and assess.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community

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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.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

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

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

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).

4th GRADE

Standard 4	LIBRARY BENCHMARKS
<p>Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> A. Use both text and visuals to understand literature B. Select a "Just Right" book independently for personal reading C. Recognize different types and elements of literature D. Analyze and understand information presented creatively in various nontextual formats E. Seek information related to personal interests F. Select resources and materials based on interest, need, and appropriateness
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> 1. Select a "Just Right" book during literature selection 2. Read various traditional folklore 3. Read various genres 4. Read and comprehend informational texts 5. Recognize various literary elements within works 6. Participate in guided discussions about literature to share opinions and responses 7. Develop individual taste in series, author, and genre reading 8. Distinguish differences among award-winning literature appropriate to age group 9. Appreciate information presented creatively in various formats 10. Read for pleasure, seek answers, and explore topics of personal interest 11. Access libraries, library staff, and library resources both personally and virtually

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COMMON CORE STANDARDS

AASL STANDARDS FOR
THE 21ST CENTURY
LEARNERISTE STANDARDS:
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.

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.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.

1.1.9 Collaborate with others to broaden and deepen understanding.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for

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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].").

situations, and further investigations.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.4.2 Reflect on systematic process and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group

lifelong learning.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- understand and use technology systems.
- select and use applications effectively and productively.

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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.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.

discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.7 Use social networks and information tools to gather and share information.

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and

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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.

- expressing an interest in various literary genres.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.
- 4.4.3 Recognize how to focus the efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

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4th GRADE

Standard 5	LIBRARY BENCHMARKS
<p>Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes</p> <ul style="list-style-type: none"> 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 	<p>A. Use personal and private information appropriately B. Behave responsibly and respectfully in a networked environment C. Use electronic devices safely and appropriately</p>
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> Protect personal information, apply stranger-danger knowledge and skills on the Internet, and choose online friends wisely Use the Internet to visit assigned websites and safely perform supervised searches Practice good online manners, recognizing some communications can be hurtful to others Report uncomfortable situations to an adult Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, pornography, etc.) Protect electronic devices from physical harm and, with guidance, recognize and avoid potential damaging or invasive content

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COMMON CORE STANDARDS

AASL STANDARDS FOR
THE 21ST CENTURY
LEARNERISTE STANDARDS:
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.
- 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.

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.3.1 Respect copyright/intellectual property rights of creators and producers.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- c. collect and analyze data to identify solutions and/or make informed decisions.

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Craft and Structure

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.

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

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process and

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

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editing.(Editing for conventions should demonstrate command of Language standards 1–3up 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 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

assess for completeness of investigation.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

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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).