

# Information Literacy Standards and Benchmarks Grade 4

## Standard 1: Reads widely both for information and in pursuit of personal interests.

Indicators:

- Is a competent and self-motivated reader
- Reads both fiction and non-fiction fluently
- Uses a variety of reading strategies to understand non-fiction and informational text
- Develops a background in types of literature and literary elements
- Connects ideas to personal interests and previous knowledge and experience
- Applies critical thinking skills when reading, viewing and listening
- Responds to literature and other creative expressions of information in many formats

**Key**

- Black** – State Recommended Standards and Benchmarks
- Black\*** - Added Grade Level Benchmarks
- Red** – ISTE
- Green** – Math
- Blue** – Reading (Treasures)
- Orange** – Social Studies
- Brown** - Science

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
<p>A. Uses both text and visuals to understand literature</p>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Setting</li> <li>• Character</li> <li>• Plot</li> <li>• Point of View</li> <li>• Character</li> <li>• Setting</li> <li>• Theme</li> <li>• Point of View</li> <li>• Inferences</li> <li>• Analyzing</li> <li>• Summarize(<i>Interpretation</i>)</li> <li>• Main idea</li> <li>• Details</li> <li>• Author’s Purpose</li> <li>• Generate Questions</li> <li>• Compare/contrast</li> <li>• Evaluate</li> <li>• Drawing Conclusions</li> <li>• Sequence</li> <li>• Fact/opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies literary elements of plot, character, setting, theme, point of view, <i>inferences, analyzing, summarize (Interpretation), main idea, details, author’s purpose, generate questions, compare/contrast, evaluate, drawing conclusions, sequence, fact/opinion</i></li> </ul>	<ul style="list-style-type: none"> <li>• Uses both text and visuals to understand literature</li> <li>• Increases understanding of literature by participating in discussion (opinions &amp; responses, compare/contrast, inferences, predictions)</li> <li>• Constructs questions with <i>Right There; Think and Search; Author and Me; and On My Own</i> answers (QAR)</li> </ul>	<p>QAR Graphic Organizers Read Naturally</p> <p>Treasures Reading Program: refer to Information Literacy Maps</p> <ul style="list-style-type: none"> <li>• Mystery (1)</li> <li>• Magazines (1,4, 6)</li> <li>• Nonfiction (1, 2, 3, 4, 5, 6)</li> <li>• Cinquain (1)</li> <li>• Realistic Fiction (1,4, 5)</li> <li>• Almanacs (2)</li> <li>• Textbook (2)</li> <li>• Journals (2)</li> <li>• Poetry (2, 5, 6)</li> <li>• Idioms (2)</li> <li>• Biography (2, 3)</li> <li>• Folktales (3)</li> <li>• Trickster Tales (3)</li> <li>• Letters (3)</li> <li>• Persuasive Speeches (3)</li> <li>• Newspaper (3, 4)</li> <li>• Legends (3)</li> <li>• Online Articles (3)</li> </ul>

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				<ul style="list-style-type: none"> <li>• Haiku (3)</li> <li>• Fantasy (4)</li> <li>• Photo Essay (4)</li> <li>• Limericks (4)</li> <li>• Myths (4)</li> <li>• Plays (5)</li> <li>• How-to (5)</li> <li>• Tall Tales (5)</li> <li>• Timeline (6)</li> <li>• Editorials (6)</li> <li>• Advertisements (6)</li> <li>• Fables (6)</li> </ul>
<p>B. Selects a "just right" book independently for personal reading</p>	<ul style="list-style-type: none"> <li>• White space</li> <li>• Print size</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the qualities of a book to be able to determine if it matches their reading skills and personal interest. (Size of print, white space, length of book, and topic.)</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a "just right" book independently for personal reading</li> </ul>	<ul style="list-style-type: none"> <li>• Library collection</li> <li>• OPAC</li> </ul>

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<p>C. Distinguishes between different types and elements of literature</p>	<ul style="list-style-type: none"> <li>• Iowa Children’s Choice Award</li> <li>• Reader’s Theater</li> <li>• Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts</li> <li>• Understands what components to look at when trying to select a “just right” book.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between different types and elements of literature</li> <li>• Applies guidelines for choosing a “just right book” during literature selection</li> <li>• Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, trickster tales, fables, tall tales, legends, myths)</li> <li>• Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction)</li> <li>• Reads or listens to nonfiction (biography, information books, poetry)</li> <li>• Reads or listens to a variety of authors and illustrators</li> <li>• Engages in an in-depth study of an author's and/or illustrator's body of work</li> <li>• Reads or listens to award-winning literature (Iowa Children's Choice, Coretta Scott King, Caldecott, Newbery, Robert F. Sibert Informational Book Award)</li> <li>• Identifies a variety of formats (magazines, books, non-print, electronic resources, newspapers)</li> </ul>	<ul style="list-style-type: none"> <li>• Library collection</li> <li>• OPAC</li> </ul>
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## Information Literacy Standards and Benchmarks Grade 4

**Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.**

***Power Benchmark 1: The learner accesses information efficiently and effectively.***

Indicators:

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Uses technology effectively to locate information
- Uses a variety of print and electronic tools to find information

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Explains an information need	<ul style="list-style-type: none"> <li>• Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to understand visual literacy clues</li> <li>• Understand that illustrations help in understanding text. *</li> </ul>	<ul style="list-style-type: none"> <li>• Asks a question about finding a book or locating information</li> <li>• Identifies author, title, title page, illustrator, cover, spine, publisher, copyright date</li> <li>• Uses table of contents, index and glossary to find information within sources</li> <li>• Use illustrations to understand text. *</li> </ul>	<ul style="list-style-type: none"> <li>• Library collection</li> </ul>
<ul style="list-style-type: none"> <li>• Understands the concept of keywords</li> </ul>	<ul style="list-style-type: none"> <li>• Keyword</li> </ul>	<ul style="list-style-type: none"> <li>• Understand using keywords when searching on the internet. *</li> </ul>	<ul style="list-style-type: none"> <li>• Uses strategies to identify appropriate keywords</li> </ul>	<ul style="list-style-type: none"> <li>• OPAC</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrates skill in using electronic catalog</li> </ul>	<ul style="list-style-type: none"> <li>• OPAC</li> </ul>	<ul style="list-style-type: none"> <li>• Understand electronic catalog. *</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the electronic library catalog to search by keyword, author, title</li> </ul>	<ul style="list-style-type: none"> <li>• OPAC</li> </ul>
<ul style="list-style-type: none"> <li>• Locates materials on library shelves by call number</li> </ul>	<ul style="list-style-type: none"> <li>• Call Number</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the Dewey Decimal System.*</li> <li>• Understand that call numbers help locate books on shelves. *</li> </ul>	<ul style="list-style-type: none"> <li>• Locates materials on library shelves by call number</li> </ul>	<ul style="list-style-type: none"> <li>• Library Collection</li> </ul>

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<p>B. Uses print and electronic sources to access, extract and process information</p>	<ul style="list-style-type: none"> <li>• Geographical dictionary</li> <li>• Maps</li> <li>• Globes</li> <li>• Almanacs</li> <li>• Dictionary</li> <li>• Electronic Encyclopedia</li> <li>• Thesaurus</li> <li>• Newspapers</li> <li>• Glossary</li> <li>• Documentary Films</li> <li>• Databases</li> <li>• Skim &amp; Scan</li> <li>• Timeline</li> <li>• Animated films</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that information can be found in many areas. *</li> <li>• <i>Understands the skim and scan process. * (search)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Uses dictionary, encyclopedia, atlas</li> <li>• Uses basic online information tools (Ebsco, encyclopedia)</li> <li>• Begins to understand that information can be found in a variety of sources and recognizes the unique features of each</li> <li>• <i>Uses the skim and scan process to gather information. *</i></li> </ul>	<ul style="list-style-type: none"> <li>• AEA online databases</li> <li>• Internet</li> </ul>
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## Information Literacy Standards and Benchmarks Grade 4

### Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

**Power Benchmark 2: The learner evaluates information critically and competently.**

Indicators:

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information relevant to the problem or question at hand
- Derives meaning from information presented in a variety of formats

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Differentiates between fact and fiction	<ul style="list-style-type: none"> <li>• Fact</li> <li>• Fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the difference between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines nonfiction as real information. (Also known as factual).</li> <li>• Defines fiction as not real.</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction Books</li> <li>• Fiction Books</li> </ul>
B. Identifies appropriate and relevant sources of information	<ul style="list-style-type: none"> <li>• <i>Presearch (Pathways)</i></li> <li>• <i>Guiding Questions</i></li> <li>• <i>QAR</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand the Pathways to Knowledge research Model</i></li> <li>• <b>Select the appropriate technology given a task</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the appropriate use of reference materials, e.g. encyclopedia, atlas, non-fiction book</li> <li>• Identifies and extracts relevant information in print and electronic resource</li> <li>• <b>Use Internet search engines to access information</b></li> <li>• <b>Use technology to find information and help solve problems and create connections</b></li> <li>• <b>Develop a course of action based on an established criterion of questions to be asked and answered, resources need to be used</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Research Model Poster for Presearch</i></li> <li>• <i>Pathways to Knowledge Research Model</i></li> <li>• <i>QAR</i></li> </ul>

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<p>C. Identifies appropriate and relevant information within sources</p>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Diagrams</li> <li>• Maps</li> <li>• Dictionary</li> <li>• Primary Sources</li> <li>• Thesaurus</li> <li>• Atlas</li> <li>• Almanac</li> <li>• Graphs (line)</li> <li>• Glossary</li> <li>• Timeline</li> <li>• <i>Search (Pathways)</i></li> <li>• Elockers/student folders</li> <li>• Keyword</li> <li>• Call number</li> <li>• Print resources</li> <li>• Non-print resources (electronic)</li> <li>• Save</li> <li>• User ID</li> <li>• Password</li> <li>• Headings</li> <li>• Subheadings</li> <li>• Table of Contents</li> <li>• Index</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the process of taking notes*</li> <li>• Understands the processes of the Pathways model.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses headings, subheadings, table of contents, index</li> <li>• Determines authenticity and relevance of print and non-print information</li> <li>• Applies evaluation criteria to Internet sites and other information sources</li> <li>• Selects appropriate resources from a list of "hits" obtained in an electronic catalog search and on the Internet</li> <li>• Takes notes in an appropriate manner. *</li> <li>• Utilize the Pathways To Knowledge research model</li> <li>• Use the Internet to investigate a topic or solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Treasures Reading Program</li> <li>• Research topics (scientific method (scientists/mathematician), deserts, forestry, astronomy, frogs, building rafts, people who took a stand (e.g. Rosa Parks), famous athletes, map coyotes habitat, underground railroad, North Star, chili peppers, Native American Celebrations, biography, dogs who help people, compare/contrast coral reef, Atlantis, viewpoints of authors, joints, jellyfish, Spanish explorers, color wheel, monuments, horses of North America, relationships, gold rush, nocturnal animals, fables history</li> <li>• <i>Pathways to Knowledge Research Model Poster for Search</i></li> <li>• <i>Pathways to Knowledge Research Model</i></li> <li>• Graph Club</li> <li>• FastMath</li> <li>• EXCEL</li> </ul>
<p>D. Evaluates search process</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Classify collected data and construct a simple database by defining fields, entering and sorting data and producing a report or chart</li> </ul>	

# Information Literacy Standards and Benchmarks

## Grade 4

**Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.**

**Power Benchmark 3: *The learner uses information accurately, creatively and ethically.***

Indicators:

- Organizes information for practical application
- Integrates new information into current knowledge
- Creates and communicates information and ideas in appropriate formats
- Uses technology effectively to organize, present and document research findings
- Designs, develops and evaluates information products and solutions both for school
- assignments and personal interests
- Reflects on strategies for revising and improving process and product

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Communicates results of information search in format appropriate for content	<ul style="list-style-type: none"> <li>• Interpretation (Pathways)</li> <li>• Database</li> <li>• Toolbars</li> <li>• Centering Title</li> <li>• Bullets</li> <li>• Cut/Paste</li> <li>• Slide Shows</li> <li>• Clipart</li> <li>• Spell check</li> <li>• Edit</li> <li>• Format</li> <li>• Proofreads</li> <li>• Saves</li> <li>• Storyboarding</li> <li>• Webbing</li> <li>• Inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Understands when information is relevant to the research question. *</li> <li>• Understands the note taking process using paraphrasing and classification. *</li> <li>• Understand inference*</li> <li>• Understand how to create a database. *</li> <li>• Understand the different formatting tools in Microsoft Word. *</li> <li>• Understand the different aspects of PowerPoint. *</li> <li>• Identify technologies used every day</li> <li>• Communicate about technology using developmentally appropriate and accurate terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor</li> <li>• Organizes information using such techniques as graphic organizers, storyboarding or webbing</li> <li>• Develops note taking skills</li> <li>• Uses conventions of the source to determine usefulness</li> <li>• Creates products using multimedia techniques</li> <li>• Presents the results of information search in a new form</li> <li>• Presents, performs or shares a product successfully</li> <li>• Evaluates projects</li> <li>• Use inferencing to interpret information. *</li> <li>• Uses the Pathways to Knowledge research Model. *</li> <li>• Create a database. *</li> <li>• Create a PowerPoint*</li> <li>• Demonstrate basic knowledge of current technologies used in that grade (e.g. calculators, LeapPads, graphing calculator, digital cameras, science</li> </ul>	<ul style="list-style-type: none"> <li>• Pathways to Knowledge Research Model Poster for Interpretation</li> <li>• Pathways to Knowledge Research Model</li> <li>• EXCEL</li> <li>• Microsoft Word</li> <li>• PowerPoint</li> <li>• Photostory</li> <li>• AEA Online Databases</li> </ul>

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			<p>probes)</p> <ul style="list-style-type: none"> <li>• Construct a simple spreadsheet, enter data and interpret the information</li> <li>• Import pictures, images or charts into documents</li> <li>• Use Inspiration (Kidspiration) to organize information</li> <li>• Design and produce a multimedia project (power point, digital movie, audio)</li> <li>• Demonstrate communication skills and gather information through the use of electronic communication to contact peers, family, teachers or experts. (e.g. Ask the Experts sites)</li> <li>• Select an appropriate presentation format (e.g. paper, web page, multimedia presentation, speech, digital movies) to present key concepts to different types of audiences.</li> <li>• Use draw, paint or graphic software to create visuals that will enhance a document.</li> <li>• Use appropriate digital resources for research (e.g. on-line databases, electronic card catalog, search engine)</li> </ul>	
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## Information Literacy Standards and Benchmarks Grade 4

### Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.

*Indicators:*

- Seeks information from diverse sources, contexts, disciplines and cultures
- Respects intellectual property rights and understands the need for documenting sources
- Uses technology and resources responsibly
- Works independently and in groups to pursue information to solve problems
- Participates and collaborates as a member of a team of learners

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
<p>A. Uses library materials and technology responsibly</p>	<ul style="list-style-type: none"> <li>• Home row</li> <li>• Spacebar</li> <li>• Return\enter</li> <li>• Shift</li> <li>• Caps lock</li> <li>• Tab key</li> <li>• Punctuation keys</li> <li>• Login</li> <li>• Logoff</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the concept of keyboarding. *</li> <li>• Define basic Internet terminology (e.g. website, html, home page, URL, etc.)</li> <li>• Understand how changes in technology affect the workplace and society</li> <li>• Demonstrate the use of basic word processing functions (font, size, color, cut, paste, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows Internet safety rules and guidelines as defined in district policy</li> <li>• Practices responsible use of library materials and technology</li> <li>• Uses a number of sources for research projects</li> <li>• Keep right hand on right side and left hand on left side when keyboarding</li> <li>• Locate and start a specific program as directed by the teacher</li> <li>• Start. Login, logoff, and shut down, restart a computer</li> <li>• Manage files (save to specific locations, change locations, ex edesk, USB drive))</li> <li>• Practice respectful and responsible use of technology through abiding by the school technology, Internet Acceptable Use Policy (AUP), as well as the positive use of technology in the home (chat rooms, blogs, instant messages, emails)</li> <li>• Exhibit responsibility by quitting applications and logging off network resources</li> </ul>	<ul style="list-style-type: none"> <li>• Type to Learn 3</li> <li>• Microsoft Word</li> </ul>

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<p>B. Understands the need for citing sources of information (copyright)</p>	<ul style="list-style-type: none"> <li>• Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that authors and illustrators own their work</li> <li>• Recognizes the need for citing sources and prepares bibliographies</li> <li>• Understand the process of creating a bibliography. *</li> <li>• Understand the consequences of violating confidential files including e-mail and e-lockers and the ethics involved with common files and folders</li> <li>• Understand the importance of citing electronic sources</li> <li>• Understand the copyright laws as they apply to copying and distributing electronic media</li> <li>• Understand the copyright laws as they apply to copying and using work from an electronic information source. "Plagiarism"</li> <li>• Understand how to check for validity in all media. (e.g. websites, television, email)</li> </ul>	<ul style="list-style-type: none"> <li>• Answers research questions by paraphrasing</li> <li>• Create a bibliography. *</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pathways to Knowledge Model</i></li> </ul>
<p>C. Respects others' ideas and backgrounds and acknowledges their contributions</p>	<ul style="list-style-type: none"> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the concept of collaboration. *</li> </ul>	<ul style="list-style-type: none"> <li>• Respects different points of view and opinions</li> <li>• Works collaboratively on projects</li> <li>• Use technology independently or collaboratively</li> <li>• Participate in on-line discussions/collaboration with other students.</li> </ul>	<ul style="list-style-type: none"> <li>• Second step curriculum</li> </ul>

This is the Iowa *Sample Information Literacy Curriculum Framework* whose standards are based on *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998, and incorporates ideas from the revised standards of the American Association of School Librarians (in progress), *Framework for 21st Century Learning* and the *Model Core Curriculum* developed by the Iowa Department of Education and other documents. Benchmarks, objectives and other documents are based on the curriculum in use in the Iowa City Community School District and are used with permission.