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**Focused instructional strategies, processes, skill development, or content expectations**

**Standard 1: Inquire, think critically and gain knowledge.**

**Unit: 4th Grade**

| 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. | • Generate questions and practice different ways to locate and evaluate sources that provide needed information. | • Books  
• Magazines  
• Internet Activities  
• Newspapers  
• Reference Materials  
• Online Resources | • Assessment of Media Specialist created skill worksheets  
• Media Specialist guided discussions  
• Student created charts and graphic organizers |
| 1.1.2 | Use prior and background knowledge as context for new learning. | • Connect ideas or topics to their own interests.  
• Articulate what is known about a topic, problem or question.  
• With guidance generate a list of keywords for an inquiry-based project.  
• Identify and use appropriate sources to acquire background information.  
• Predict answers to inquiry questions based on background knowledge and beginning observations or experiences. | • Books  
• Internet Activities  
• Magazines  
• Online Databases  
• Newspapers  
• Reference Materials  
• Online Resources | • Assessment of Media Specialist created skill worksheets  
• Media Specialist guided discussions  
• Student created charts and graphic organizers |
| 1.1.3 | Develop and refine a range of questions to frame the search for new understanding. | • With guidance formulate questions about the topic.  
• Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.  
• Revise the question or problem as needed to arrive at a manageable topic. | • Graphic Organizers  
• Media Specialist created skill lessons  
• Charts  
• Outlining instruction  
• Books | • Media Specialist guided discussions  
• Student created charts and graphic organizers |
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<tr>
<td>1.1.4 Find, evaluate, and select</td>
<td>Understand the library’s</td>
<td>OPAC</td>
<td>Media Specialist guided skill assessment activities</td>
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<tr>
<td>appropriate sources to answer</td>
<td>organizational scheme and what</td>
<td>Books</td>
<td>Media Specialist guided discussions</td>
<td></td>
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<td>questions.</td>
<td>main topics are included</td>
<td>Reference Materials</td>
<td></td>
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<tr>
<td></td>
<td>in each section.</td>
<td>Online Databases</td>
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<td></td>
<td>Select and use appropriate</td>
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<td></td>
<td>sources, including specialized</td>
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<td></td>
<td>reference sources and databases,</td>
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<td></td>
<td>to answer questions.</td>
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<td></td>
<td>Use multiple resources, including</td>
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<td></td>
<td>print, electronic, and human, to</td>
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<td></td>
<td>locate information.</td>
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<td></td>
<td>Use the organizational structure</td>
<td></td>
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<td></td>
<td>of a book (for example, table of</td>
<td></td>
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<td></td>
<td>contents, index, chapter</td>
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<td></td>
<td>headings) to locate information.</td>
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<td></td>
<td>Use text features and</td>
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<td></td>
<td>illustrations to decide which</td>
<td></td>
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<td>resources are best to use</td>
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<td></td>
<td>and why.</td>
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<td>1.1.7 Make sense of information</td>
<td>Recognize when facts from two</td>
<td>Books</td>
<td>Media Specialist guided skill assessment activities</td>
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<tr>
<td>gathered from diverse sources by</td>
<td>different sources conflict and</td>
<td>Internet Activities</td>
<td>Media Specialist guided discussions</td>
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<td>identifying misconceptions, main</td>
<td>seek additional sources to verify</td>
<td>Magazines</td>
<td></td>
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<td>and supporting ideas, conflicting</td>
<td>accuracy.</td>
<td>Online Databases</td>
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<td>information, and point of view or</td>
<td>Recognize their own</td>
<td>Newspapers</td>
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<td>bias.</td>
<td>misconceptions when new</td>
<td>Reference Materials</td>
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<td>information conflicts with</td>
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<td>previously held opinions.</td>
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**Focused instructional strategies, processes, skill development, or content expectations**

**Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

**Unit: 4th Grade**

### 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.**

- Use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text.
- Identify facts and details that support main ideas.
- Restate and respond with detailed answers to factual questions.
- Find similar big ideas in more than one source.
- With guidance make inferences.

### 2.1.3

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

- Review ideas held at beginning of inquiry and reflections captured during note taking.
- Match information found with questions and predictions.
- Make inferences about the topic at the conclusion of a research project.
- Draw a conclusion about the main idea.
- Identify connections to the curriculum and real world.

### 2.1.6

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

- Follow steps of the writing/creation process: prewriting, drafting, revising, editing, and publishing.
- Identify the audience and purpose before selecting a format for the product.
- Experiment with text and visual media to create products.
- Edit drafts based on feedback.
- Check for correctness, completeness, and citation of sources.

- Media Specialist created skill worksheets
- Books
- Magazines
- Online Databases
- Newspapers
- Reference Materials
- Assessment of Media Specialist created skill worksheets
- Media Specialist guided discussions.
- Media Specialist guided group sharing
- Completed skill worksheets

- Media Specialist created skill worksheets
- Books
- Magazines
- Online Databases
- Newspapers
- Reference Materials
- Paper/Pencils
- Computers
- Assessment of Media Specialist created skill worksheets
- Completed computer activities
### Focused instructional strategies, processes, skill development, or content expectations

**Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.**

**Unit: 4th Grade**

| 3.1.2 | Participate and collaborate as members of a social and intellectual network of learners. | Show respect for and respond to ideas of others.  
- Accurately describe or restate ideas of others.  
- Acknowledge personal and group achievements.  
- Rely on feedback to improve product and process.  
- Respect the guidelines for responsible and ethical use of information resources.  
- Share favorite literature.  
- Participate in discussions on fiction and nonfiction related to curriculum.  
- Develop a product with peers and share with others.  
- Develop projects with peers that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (for example, shared books reviews, shared slide presentations). | Books  
- Computers  
- Social networking technology  
- Online collaboration tools | Media Specialist guided group sharing  
- Media Specialist guided pair and share  
- Media Specialist guided peer to peer discussion  
- Completed social networking posts  
- Completed collaboration activities |
|---|---|---|---|---|
| 3.1.5 | Connect learning to community issues. | Gather ideas and information from different points of view.  
- Base opinions on information from multiple sources of authority.  
- Examine the concept of freedom of speech and explain why it is important.  
- Connect ideas and information to situations and people in the larger community. | Community issues of interest to students  
- Books  
- Online resources with information about community issues | Media Specialist guided group sharing  
- Media Specialist guided pair and share  
- Media Specialist guided peer to peer discussion |
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**Focused instructional strategies, processes, skill development, or content expectations**

**Standard 4: Pursue personal and aesthetic growth.**

**Unit: 4th Grade**

| 4.1.1 | Read, view and listen for pleasure and personal growth. | • Set reading goals.  
• Read, listen to, and view a range of resources for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests.  
• Visit the public library to attend programs, seek help as needed and check out materials to read. | • Reading Logs  
• Accelerated Reader Logs  
• Books  
• Books on Tape or DVD  
• Magazines  
• Online Databases  
• Newspapers  
• Reference Material | • Media Specialist and classroom teacher assessment of student reading logs  
• Media Specialist and classroom teacher assessment of written book reports |

| 4.1.2 | Read widely and fluently to make connections with self, the world and previous reading. | • Use evidence from the text to discuss the author’s purpose.  
• Read widely to explore new ideas.  
• Predict and infer about events and characters.  
• Identify problems and solutions in a story. | • Reading Logs  
• Graphic Organizers | • Media Specialist guided group sharing  
• Media Specialist guided pair and share  
• Media Specialist guided peer to peer discussion  
• Media Specialist and classroom teacher assessment of oral presentations  
• Media Specialist and classroom teacher assessment of written book reports |
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4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- Connect their own feelings to emotions, characters, and events portrayed in a literary work.
- Use personal experiences to stimulate responses to literature and art.
- Restate and interpret ideas presented through creative formats.
- Identify story elements in various fiction genres.
- Use evidence from stories to discuss characters, setting, plot, time, and place.
- Discuss theme of stores using evidence to support opinions.
- Participate in book talks and book discussion groups.

### Resources
- Books
- Computer Programs
- Videos/DVDs
- Magazines
- Online Databases
- Newspapers
- Reference Material

### Assessment
- Media Specialist and classroom teacher assessment of oral presentations
- Media Specialist and classroom teacher assessment of written work.

4.1.4 Seek information for personal learning in a variety of formats and genres.
- Select books from favorite authors and genres, try new genres when suggested.
- Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest.
- Routinely select both “just right” books and challenging books.
- Read multiple works of a single author.
- Explain why some authors and genres have become favorites.
- Independently select appropriate print, nonprint, and electronic materials on an individual level.

### Resources
- Media Specialist created lessons on the use of OPAC and online databases
- Books
- Internet Sites
- Magazines
- Online Databases
- Newspapers
- Reference Materials
- Online Resources

### Assessment
- Media Specialist and classroom teacher assessment of books and media selected for personal learning.

4.1.6 Organize personal knowledge in a way that can be called upon easily.
- Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other.
- Use two-column approach to note taking to capture personal connections to information.

### Resources
- Graphic Organizers

### Assessment
- Media Specialist and classroom teacher assessment of written work.