

# LIBRARY

## GRADE FOUR

### STATE OF NEVADA INFORMATION LITERACY STANDARDS

---

- 1.0 The student who is information literate accesses information efficiently and effectively.
- 2.0 The student who is information literate evaluates information critically and competently.
- 3.0 The student who is information literate uses information accurately and creatively.
- 4.0 The student who is an independent learner is information literate and pursues information relating to personal interest.
- 5.0 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- 6.0 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
- 7.0 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- 8.0 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- 9.0 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

---

#### INFORMATION ACCESS

*It is expected that students will:*

- (4)1.1 when faced with complex information problems or questions, determine whether additional information (beyond one's own knowledge) is needed to resolve the problem or question [NS 1.A.2]; [ELA/PS 4.4.1, 4.4.5]
  - a. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting an author search
  - b. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting a title search
  - c. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting a subject search
  - d. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting a keyword search
- (4)1.2 judge the accuracy and completeness of information obtained for decision-making [NS 1.B.3]; [ELA/PS 2.4.3, 4.4.6]

## LIBRARY GRADE FOUR (continued)

---

- (4)1.3 add and delete both broad and specific questions as information needs change [NS 1.C.1]; [ELA/PS 4.4.5, 4.4.6]
- (4)1.4 brainstorm a range of sources of information, in a variety of formats, that will meet an information need [NS 1.D.3]; [ELA/PS 4.4.4, 4.4.5, 4.4.6]
- (4)1.5 formulate and apply a plan to access needed information for a range of needs and situations [NS 1.E.3]; [ELA/PS 4.4.5, 4.4.6]

### INFORMATION EVALUATION

*It is expected that students will:*

- (4)2.1 compare and contrast sources related to a topic to determine which are more accurate, relevant, and comprehensive [NS 2.A.2]; [ELA/PS 4.4.1, 4.4.3, 4.4.6]
- (4)2.2 identify fact, point-of-view, and opinion in an information source [NS 2.B.1]; [ELA/PS 2.4.3, 4.4.6]
- (4)2.3 judge the degree of inaccuracy, bias, or misleading information in information products [NS 2.C.3]; [ELA/PS 4.4.3, 4.4.6]
- (4)2.4 analyze information from a variety of sources to determine its applicability to a specific information problem or question [NS 2.D.2]; [ELA/PS 2.4.3]
  - a. identify, interpret and analyze the qualities of well-written literature including fiction and non-fiction
  - b. evaluate the works of several award-winning authors

### INFORMATION USE

*It is expected that students will:*

- (4)3.1 organize an information product according to the information problem or question at hand [NS 3.A.2]; [ELA/PS 5.4.1, 6.4.9]
- (4)3.2 draw conclusions by combining what is already known about a topic with new information from a variety of sources [NS 3.B.2; NS 3.B.3]; [ELA/PS 4.4.6]
- (4)3.3 apply a variety of approaches to use information to resolve an information problem or question [NS 3.C.2]; [ELA/PS 3.4.9, 4.4.5]
- (4)3.4 choose the most appropriate format for presenting information [NS 3.D.2]; [ELA/PS 6.4.4, 6.4.5, 4.4.3, 8.4.3]
  - a. retell stories with supporting details in sequential order
  - b. give a personal reaction to a story in oral, written, or multi-media format

### INFORMATION PURSUIT

*It is expected that students will:*

- (4)4.1 explore a range of sources to find information on aspects of personal interest or well-being [NS 4.A.3]; [ELA/PS 4.4.5]
- (4)4.2 discuss and evaluate information products and solutions relating to topics of personal interest [NS 4.B.2]; [ELA/PS 3.4.9, 4.4.5, 6.4.4, 6.4.5, 6.4.9]

## LIBRARY GRADE FOUR (continued)

---

### LITERATURE APPRECIATION

*It is expected that students will:*

- (4)5.1 choose fiction and other kinds of literature to read and evaluate [NS 5.A.2]; [ELA/PS 3.4.7, 4.4.4]
  - a. recognize and read a variety of literature from various cultures
  - b. compare the works of several award-winning authors and illustrators, including Caldecott, Newbery, NYRA, and other award-winning books
- (4)5.2 analyze and explain information presented creatively in various formats [NS 5.B.2]; [ELA/PS 4.4.1, 7.4.2, 8.4.3]
- (4)5.3 express information and ideas creatively in unique products that combine several formats [NS 5.C.3]; [ELA/PS 6.4.4, 6.4.5, 6.4.9, 8.4.3]

### INFORMATION SEEKING

*It is expected that students will:*

- (4)6.1 assess each step of the information-seeking process at each stage as it occurs, and experiment with alternative processes and products [NS 6.A.3]; [ELA/PS 4.4.5, 4.4.6, 6.4.9]
- (4)6.2 with teacher's assistance, select and apply appropriate strategies for revising, improving, and updating work [NS 6.B.2]; [ELA/PS 5.4.3, 6.4.9]

### INFORMATION LITERACY

*It is expected that students will:*

- (4)7.1 use a variety of sources of information with diverse perspectives to resolve an information problem or question [NS 7.A.2]; [ELA/PS 3.4.7, 4.4.4]
  - a. recognize multicultural books that reflect the heritage of groups within the United States
  - b. recognize multicultural books that reflect the traditions of groups within the United States
- (4)7.2 explain why it's important for all classmates to have access to information, to information sources, and information technology [NS 7.B.1]; [ELA/PS 8.4.3]

### ETHICAL BEHAVIOR REGARDING INFORMATION AND INFORMATION TECHNOLOGY

*It is expected that students will:*

- (4)8.1 analyze a situation (e.g. a challenge to a book or video in the library media center) in terms of its relationship to intellectual freedom [NS 8.A.2b]; [ELA/PS 6.4.6, 8.4.3]
- (4)8.2 avoid plagiarism and, given a format, cite sources properly [NS 8.B.3]; [ELA/PS 6.4.9]
  - a. record resources used to prepare a bibliography
  - b. apply critical thinking strategies to evaluate information obtained
- (4)8.3 locate appropriate information efficiently with the school's computing and communications hardware, software, and networks [NS 8.C.2]; [ELA/PS 6.4.9]

## LIBRARY GRADE FOUR (continued)

---

### GROUP PARTICIPATION

*It is expected that students will:*

- (4)9.1 use information sources, to select and evaluate information and ideas that will contribute directly to the success of group projects [NS 9.A.2]; [ELA/PS 4.4.1, 7.4.2, 8.4.3]
- (4)9.2 help to organize and integrate the contributions of all the members of the group into information products [NS 9.B.3]; [ELA/PS 7.4.1, 7.4.2, 7.4.5]
- (4)9.3 devise solutions to information problems while participating actively in discussions with others, in person and remotely through technologies with teacher's assistance [NS 9.C.3]; [ELA/PS 7.4.1, 7.4.2, 7.5.5]
- (4)9.4 create and evaluate complex information products that integrate information in a variety of formats, with teacher's assistance, while working with others, in person and remotely through technologies [NS 9.D.1]; [ELA/PS 2.4.3 6.4.4, 6.4.5, 6.4.6, 7.4.2, 8.4.3]