

# TSD Fourth Grade Library Standards

## Strand: Reading Literature

Topics	Standard	"I can...statements	Vocabulary
Key Ideas and Details	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>• I can use the details and examples in the text to explain or infer meaning.</li> <li>• I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusion.</li> <li>• I can read closely and find answers that require an inference.</li> <li>• I can read closely and find answers explicitly in text.</li> <li>• I can analyze an author's words and refer to details and examples needed to support both explicit and inferential questions.</li> </ul>	Inferences Explicit
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> <li>• I can determine the main idea of what I read and explain to my teacher or a peer using details from the text.</li> <li>• I can create a summary of the information without telling every detail.</li> <li>• I can analyze details in a text to determine a theme.</li> <li>• I can define summary.</li> <li>• I can write a summary using details from the text.</li> </ul>	Theme Summary
	RL.4.3. 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).	<ul style="list-style-type: none"> <li>• I can identify and describe characters, settings, and events in a story or drama.</li> <li>• I can locate sections of a text where characters, settings, or events are described.</li> <li>• I can use specific details from text to describe characters, settings, or events.</li> </ul>	Character Setting Event

<b>Craft and Structure</b>	<p>RL.4.4. 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., <i>Herculean</i>).</p> <p>RL.4.5 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, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<ul style="list-style-type: none"> <li>• I can make meaning of words and phrases, when reading about characters in a myth, by using clues found within the story.</li> <li>• I can use various reading strategies to determine the meaning of words and phrases..</li> <li>• I can recognize words in a text that allude (refer) to characters found in mythology and use my knowledge of mythology to determine meaning.</li> <li>• I can explain the different parts of a poem.</li> <li>• I can describe the different parts of a drama.</li> <li>• I can identify from which character’s point of view the story is told.</li> <li>• I can explain how a first person or a third person point of view affects the story.</li> </ul>	<p>Allude</p> <p>Poems Drama Prose</p> <p>Compare Contrast Point of view</p>
<b>Integration of Knowledge and Ideas</b>	<p>RL.4.7 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.</p> <p>RL.4.8 (RL.4.8 not applicable to literature)</p> <p>RL.4.9 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>	<ul style="list-style-type: none"> <li>• I can explain how the illustrations or way the story (or drama) is read aloud add meaning to the text.</li> <li>• I can explain how the theme is the same (compare) in two stories, myths or other tales from other cultures.</li> <li>• I can explain how the theme is different (contrast) in two or more stories, myths or other tales from other cultures.</li> </ul>	<p>Oral presentation Drama</p> <p>Theme Quest Myth</p>
<b>Range of Reading and Level of Text Complexity</b>	<p>RL.4.10 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.</p>	<ul style="list-style-type: none"> <li>• I can read stories, drama and poetry at a grade 4-5 reading level, and know what strategies to use to find out what words mean.</li> </ul>	<p>Reading strategies</p>

## Strand: Reading Informational Text

Topics	Standard	“I can...statements	Vocabulary
<b>Key Ideas and Details</b>	RI.4.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>• I can answer questions to show that I know what I read.</li> <li>• I can answer questions about a text by referring to words and phrases in the book.</li> <li>• I can ask questions to show that I know what I read.</li> </ul>	Details
	RI.4.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>• I can identify the main idea of a text.</li> <li>• I can tell the difference between the main idea and details of a text.</li> <li>• I can connect details to the main ideas that they support.</li> </ul>	Main idea/topic Key detail Account
	RI.4.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> <li>• I can tell about the time, sequence, the cause and effect of an historical event.</li> <li>• I can tell about the time, sequence, the cause and effect of scientific ideas.</li> <li>• I can use language that shows time, sequence, and cause and effect when describing a text.</li> </ul>	Event Procedure Idea Concept Time sequence Cause/effect
<b>Craft and Structure</b>	RI.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 4 topics or subject area</i> .	<ul style="list-style-type: none"> <li>• I can identify the meaning of specific vocabulary words and phrases in a text.</li> <li>• I can locate and use references to find meaning of general words.</li> <li>• I can locate and use references to find meanings of subject- specific words.</li> </ul>	General academic words Domain-specific words
	RI.4.5. Use text features and search tools (e.g., <i>key words, sidebars, hyperlinks</i> ) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> <li>• I can identify and give examples of text features and search tools.</li> <li>• I can use headings, bold words, captions, highlighted words, etc. to find information.</li> <li>• I can use search tools such as sidebars, keywords, and hyperlinks.</li> </ul>	Text features Search tool
	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> <li>• I can define the meaning of a firsthand account of an event.</li> <li>• I can define the meaning of a second-hand account of an event.</li> <li>• I can explain how a first and second hand account of the same topic or event is the same and different.</li> </ul>	First hand account Second hand account Compare Contrast

<b>Integration of Knowledge and Ideas</b>	<p>RI.4.7. Use information gained from illustrations (e.g., <i>where, when, why, and how key events occur</i>).</p> <p>RI.4.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>).</p> <p>RI.4.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• I can explain how illustrations in a text add meaning to the words.</li> <li>• I can use pictures and words in a text to help me understand what I read.</li>   <li>• I can identify words authors use to help me make logical connections between sentences and paragraphs.</li> <li>• I can explain how connection words help me understand a text.</li> <li>• I can describe connections an author makes between sentences and paragraphs.</li>   <li>• I can identify the most important points and key details found in two texts about the same topic.</li> <li>• I can find things that are the same in two texts about the same topic.</li> <li>• I can find things that are different in two texts about the same topic.</li> </ul>	<p>Informational text</p> <p>Logical Connection Sentence Paragraph</p> <p>Compare Contrast Important point Significant point Key detail</p>
<b>Range of Reading and Level of Text Complexity</b>	<p>RI.4.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• I can read complex grade level texts.</li> <li>• I can reread a text to find more information or clarify ideas.</li> <li>• I can use reading strategies to help me understand difficult complex text.</li> </ul>	<p>Reading strategies</p>
<b>Digital Citizenship</b>	<p>EALR 1.1.3 Investigation &amp; Thinking Critically</p>	<p>Students citing all sources when they do research using MLA format</p>	<p>Copyright Plagiarism Citation Source</p>

<b>Digital Citizenship</b>
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<b>Digital Citizenship</b>	<p>EALR 2.2.1 Practice Safety and Ethical Behavior</p> <p><a href="#">How to Cite a Site</a></p>	<p>I can explain although the Internet makes it very easy, copying the work of others and presenting it as one's own is called plagiarism</p>	<p>Plagiarism</p>
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# 4<sup>th</sup> Grade

## I Can Library Skills Statements

### I Can:

- Select a “just right/good fit” book by myself.
- Use information I know about authors and illustrators to select books I will enjoy.
- Choose a book that interests me from different genres.
- Describe the plot, characters, setting, main ideas, theme and author's purpose.
- Use story clues or my own background knowledge to participate in book discussions.
- Choose a book that will help me answer my questions.
- Explain how Fiction and Nonfiction books are organized in the library.
- Locate books by myself in Everybody, Fiction, Nonfiction, Biography, etc. sections.
- Use a dictionary, encyclopedia, or atlas to answer questions; ask for help if needed.
- Use different parts of a book to find information.
- Use keywords to help me find information, asking for help if needed.
- Use title, author or keyword within the online catalog to locate books in the library.
- Use online resources for information that interests me.
- Use computer resources to find information (World Book online and Culturegrams).
- Respect library materials and rules.
- Work cooperatively in a group.

### I Can (research):

- Skim and scan different parts of a book to find information (use text features).
- Know what kind of book to use for information, asking for help if needed.
- Understand the importance of credible sources, with adult help.
- Take notes and summarize information from a nonfiction book or website.
- Correctly use quotation marks and cite sources used, with help, if needed.
- Use digital tools to share my ideas.

