



K-12 UNIVERSAL/LIFE-LONG LEARNING SKILLS

GRADE FOUR APPLICATION OF UNIVERSAL/LIFE-LONG LEARNING SKILLS

The skills detailed below are to be integrated in all instructional experiences - wherever and whenever possible.

- **READ, WRITE AND LISTEN FOR MANY PURPOSES**
 - Sustain reading over texts that require reading over several days or weeks
 - Use personal criteria to select reading material (*e.g., interest, knowledge of author/genre, text difficulty, recommendation of others*)
 - Connect texts with previous texts read, seeing similarities and differences
 - Set personal goals for purposeful, sustained reading and self-assess progress
 - Demonstrate strong feelings about reading preferences and can justify opinions
 - Recommend texts to others
 - Respond with curiosity and awe
- **DEVELOP AND APPLY THINKING STRATEGIES**
 - **Ask questions for clarification and understanding**
 - Ask and answer literal and inferential questions of themselves and the information sources they use before, during and after reading
 - Question context, content, probability/possibility and format
 - Confirm and revise predictions and questions using prior knowledge, text information/format, and key words
 - Understand that some answers to some questions are found in the text, but that others must be inferred based upon background knowledge or supported through other resources
 - Determine appropriate sources of information to answer a question
 - Use information literacy skills to ask, research and answer an essential question
 - Understand that new questions may be raised when listening to others' questions
 - Understand that many of the most intriguing questions are left to the reader's interpretation
 - **Activate relevant, prior knowledge (schema)**
 - Continuously build background knowledge and realize that this knowledge needs to be brought to their reading
 - Modify predictions based on genre, author, topic, organization of text, or ideas presented by others
 - Determine which sources of information to access to answer a question
 - Determine the most important ideas and themes from information sources
 - Justify meaningful, relevant connections when extending meaning
 - **Determine the most important ideas or themes from information sources**
 - Use text organizers and structure (*e.g., headings, topic sentences, graphic features, guide words, bold typeface, chapter titles*) to determine main ideas and to locate information in text
 - Distinguish fact vs. opinion in text
 - Identify important details from a text or other sources
 - Record basic information and important details from a text or other sources

- **Create sensory images from information sources**
 - Create sensory and visual literacy images related to character, plot, setting, theme, or topic
 - Capture meaning from figurative language (*e.g., similes, metaphors, poetic images, onomatopoeia, hyperbole, alliteration, and personification*)
- **Analyze data and recognize patterns**
 - Recognize, use and value sensory data (*e.g., observations*) as sources of information
 - Recognize and use organizational, print and graphic features to assist in identifying important ideas and themes
 - Understand that author's manipulate language to express meaning and emotion
 - Organize information from text using outlines and various graphic organizers
 - Use multiple resources to locate information (*e.g., index, glossary, dictionary, thesaurus, directory, website*)
 - Interpret and use the information from a wide variety of text formats and visual aids
 - Analyze the connection among illustrations, text and format in communicating meaning
 - Make critical comparisons between texts
- **Draw inferences from information sources**
 - Use language and text meaning to gain individual word meaning
 - Form tentative theories as to the significance of the events
 - Understand what is not stated but is implied
 - Make and justify inferences based on implicit information
 - Begin to develop empathy for fictional or historical figures
- **Synthesize information**
 - Demonstrate ability to integrate new knowledge with prior knowledge, relating important ideas to
 - each other
 - Expand personal understandings by incorporating vicarious experiences from other sources, including texts, discussions, videos, etc.
 - Compare context, content, probability/possibility and format of multiple sources
 - Summarize and paraphrase information orally and in writing
 - Present information in written, visual, oral and multimedia products
 - Make generalizations about a topic after reading more than one text
 - Provide evidence to support predictions, inferences, opinions and logical conclusions, and generalizations
- **Monitor meaning and comprehension**
 - Recognize when one does not understand
 - Recognize mismatches between text and one's oral responses
 - Self-correct when essential for understanding or oral reading performance
 - Use multiple sources of information to check and correct reading
 - Vary speed to provide for the amount of problem solving needed
- **Engage in reflection to evaluate process and product**
 - Evaluate own and others' work and verbalize/chart criteria used
 - Assess whether a text is consistent with prior knowledge
 - Judge accuracy of information
 - Begin to judge qualifications of the writer to produce authentic text
 - Begin to examine and discover bias in texts
 - Begin to appreciate aesthetic qualities of a text
- **DEVELOP AND APPLY SKILLS IN TECHNOLOGY TO THE LEARNING PROCESS**
 - Expand skills in word processing, graphics, telecommunications and presentations
 - Use appropriate technologies to create written, visual, oral and multimedia presentations
- **COMMUNICATE WITH PRECISION AND CLARITY**