

# 4<sup>th</sup> Grade English Language Arts

## Pacing Guide and Unpacked Standards



**GROVEPORT  
MADISON**  
SCHOOLS

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Resources: School District U-46, of Chicago, IL, The Ohio Department of Education,  
Columbus City Schools, Common Core Institute and North Carolina Department of Public Instruction.

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# Groveport Madison ELA Pacing Guide

➤ Indicates Blueprint Focus Standards

<b>4<sup>th</sup></b>	<b>Reading Foundational Skills</b>	<b>Reading Literature</b>	<b>Reading Informational</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
<b>1st 9 wks</b>	<b>RF.4.3 (a)</b> Apply phonics & word analysis	<ul style="list-style-type: none"> <li>➤ <b>RL.4.1</b> Explain text evidence</li> <li>➤ <b>RL.4.2 (a,b)</b> Analyze text to determine poetry/story theme &amp; to summarize</li> <li>➤ <b>RL.4.4</b> Determine meaning of words/phrases (including mythology)</li> <li>➤ <b>RL.4.7</b> Make connections between text &amp; multimedia</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>RI.4.1</b> Explain text evidence</li> <li>➤ <b>RI.4.6</b> Compare &amp; contrast perspectives of same event/topic</li> <li>➤ <b>RI.4.7</b> Interpret multimedia</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>W.4.2 (a,b,c,d,e)</b> Write informative &amp; explanatory pieces</li> <li>➤ <b>W.4.3 (a,b,c,d,e)</b> Write narrative pieces</li> <li>➤ <b>W.4.4 (a,b,c,d,e)</b> Organize writing</li> <li>➤ <b>W.4.5</b> Plan, revise, edit</li> <li>➤ <b>W.4.6</b> Use technology to produce, publish &amp; collaborate</li> </ul>	<ul style="list-style-type: none"> <li><b>SL.4.1 (a,b,c,d)</b> Converse collaboratively</li> <li><b>SL.4.2</b> Paraphrase information presented orally/ other media</li> <li><b>SL.4.6</b> Differentiate speech for task/ situation</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>L.4.1 (a,b,c,d,e,f,g)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)</li> <li>➤ <b>L.4.2 (a,b,c,d)</b> Demonstrate command of conventions capitalization, punctuation, spelling</li> </ul>
<b>2nd 9 wks</b>	<b>RF.4.3 (a)</b> Apply phonics & word analysis	<ul style="list-style-type: none"> <li>➤ <b>RL.4.2 (a,b)</b> Analyze text to determine poetry/story theme &amp; to summarize</li> <li>➤ <b>RL.4.3</b> Analyze story elements</li> <li>➤ <b>RL.4.5</b> Explain structure of poems &amp; drama</li> <li>➤ <b>RL.4.9</b> Compare &amp; contrast</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>RI.4.2(a,b)</b> Analyze text development to determine main idea &amp; summarize info</li> <li>➤ <b>RI.4.3</b> Explain events, ideas &amp; concepts in science/history text</li> <li>➤ <b>RI.4.5</b> Describe structure of events, ideas &amp; concepts</li> <li>➤ <b>RI.4.9</b> Integrate two texts</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>W.4.1 (a,b,c,d)</b> Write opinion pieces</li> <li>➤ <b>W.4.3 (a,b,c,d,e)</b> Write narrative pieces</li> <li>➤ <b>W.4.7</b> Conduct short research</li> <li>➤ <b>W.4.4(a,b,c,d,e)</b> Organize writing</li> <li>➤ <b>W.4.5</b> Plan, revise, edit</li> <li>➤ <b>W.4.9 (a,b)</b> Draw evidence to support your analysis</li> </ul>	<ul style="list-style-type: none"> <li><b>SL.4.1 (a,b,c,d)</b> Converse collaboratively</li> <li><b>SL.4.4</b> Report on a topic &amp; tell a story</li> <li><b>SL.4.5</b> Add visuals, audio, multimedia to presentations</li> <li><b>SL.4.6</b> Speak for task &amp; situation</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>L.4.1 (a,b,c,d,e,f,g)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)</li> <li>➤ <b>L.4.2 (a,b,c,d)</b> Demonstrate command of conventions capitalization, punctuation, spelling</li> <li>➤ <b>L.4.4 (a,b,c)</b> Determine or clarify unknown/multiple meaning words &amp; phrases</li> <li>➤ <b>L.4.5 (a,b,c)</b> Demonstrate word relationships, figurative language</li> </ul>
<b>3rd 9 wks</b>	<b>RF.4.3 (a)</b> Apply phonics & word analysis <b>RF.4.4 (a,b,c)</b> Read with accuracy & fluency	<ul style="list-style-type: none"> <li>➤ <b>RL.4.1</b> Text evidence</li> <li>➤ <b>RL.4.2 (a,b)</b> Analyze text to determine poetry/story theme &amp; to summarize</li> <li>➤ <b>RL.4.3</b> Analyze story elements</li> <li>➤ <b>RL.4.4</b> Determine meaning of words/phrases (including mythology)</li> <li>➤ <b>RL.4.6</b> Explain points of view found in single text</li> <li>➤ <b>RL.4.9</b> Compare &amp; contrast</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>RI.4.1</b> Explain text evidence</li> <li>➤ <b>RI.4.2 (a,b)</b> Analyze text development to determine main idea &amp; summarize information</li> <li>➤ <b>RI.4.3</b> Explain events, ideas &amp; concepts in sci/history text</li> <li>➤ <b>RI.4.4</b> Determine the meaning of academic &amp; domain-specific words</li> <li>➤ <b>RI.4.6</b> Compare &amp; contrast perspectives of same event/topic</li> <li>➤ <b>RI.4.8</b> Explain how author uses evidence to support points</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>W.4.1 (a,b,c,d)</b> Write opinion pieces</li> <li>➤ <b>W.4.2 (a,b,c,d,e)</b> Write informative &amp; explanatory</li> <li>➤ <b>W.4.8</b> Recall &amp; gather information from sources</li> <li>➤ <b>W.4.9 (a,b)</b> Draw evidence to support your analysis</li> <li>➤ <b>W.4.4 (a,b,c,d,e)</b> Organize writing</li> <li>➤ <b>W.4.6</b> Use technology to produce, publish &amp; collaborate</li> </ul>	<ul style="list-style-type: none"> <li><b>SL.4.1 (a,b,c,d)</b> Converse collaboratively</li> <li><b>SL.4.2</b> Paraphrase information presented orally &amp; other media</li> <li><b>SL.4.3</b> Summarize speaker's points &amp; evidence</li> <li><b>SL.4.5</b> Add visuals, audio, multimedia to presentations</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>L.4.1 (a,b,c,d,e,f,g)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)</li> <li>➤ <b>L.4.3 (a,b,c)</b> Use knowledge of language</li> <li>➤ <b>L.4.4 (a,b,c)</b> Determine or clarify unknown/multiple meaning words, Latin/Greek roots ,</li> <li>➤ <b>L.4.5 (a,b,c)</b> Demonstrate word relationships, figurative language</li> <li>➤ <b>L.4.6</b> Acquire &amp; use tier two &amp; three words &amp; phrases</li> </ul>
<b>4th 9 wks</b>	<b>RF.4.3 (a)</b> Apply phonics & word analysis <b>RF.4.4 (a,b,c)</b> Read with accuracy & fluency	<ul style="list-style-type: none"> <li>➤ <b>RL.4.4</b> Determine meaning of words &amp; phrases /including mythology</li> <li>➤ <b>RL.4.5</b> Explain structure of poems &amp; drama</li> <li>➤ <b>RL.4.6</b> Explain points of view found in single text</li> <li>➤ <b>RL.4.7</b> Make connections between text &amp; multimedia</li> <li>➤ <b>RL.4.9</b> Compare/contrast</li> <li><b>RL.4.10</b> Read, comprehend &amp; connect to complex literature</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>RI.4.5</b> Describe structure of events, ideas &amp; concepts</li> <li>➤ <b>RI.4.7</b> Interpret multimedia</li> <li>➤ <b>RI.4.8</b> Explain how author uses evidence to support points</li> <li>➤ <b>RI.4.9</b> Integrate two texts</li> <li><b>RI.4.10</b> Read, comprehend and connect to informational text</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>W.4.2 (a,b,c,d,e)</b> Write informative &amp; explanatory pieces</li> <li>➤ <b>W.4.7</b> Conduct short research</li> <li>➤ <b>W.4.8</b> recall &amp; gather information from sources</li> <li>➤ <b>W.4.4 (a,b,c,d,e)</b> Organize writing</li> <li>➤ <b>W.4.6</b> Use technology to publish &amp; collaborate</li> <li><b>W.4.10</b> Write over short or extended time, for task, purpose &amp; audience</li> </ul>	<ul style="list-style-type: none"> <li><b>SL.4.1 (a,b,c,d)</b> Converse collaboratively</li> <li><b>SL.4.3</b> Identify speaker's points &amp; evidence</li> <li><b>SL.4.4</b> Report on a topic &amp; tell a story</li> <li><b>SL.4.6</b> Differentiate how to speak for task &amp; situation</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>L.4.1 (a,b,c,d,e,f,g)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)</li> <li>➤ <b>L.4.2 (a,b,c,d)</b> Demonstrate command of conventions capitalization, punctuation, spelling</li> <li>➤ <b>L.4.3 (a,b,c)</b> Use knowledge of language</li> <li>➤ <b>L.4.5 (a,b,c)</b> Demonstrate word relationships, figurative language</li> <li>➤ <b>L.4.6</b> Acquire &amp; use tier two &amp; three words &amp; phrases</li> </ul>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>RL 4.1</b>	<b>Standard:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Anchor:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use what I already know with what I've learned in the text to make meaning?</li> <li><input type="checkbox"/> How can I learn to read between the lines to deepen my understanding?</li> </ul> <b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li><input type="checkbox"/> Differentiate between explicit and inferred information.</li> <li><input type="checkbox"/> Explain how details and examples support inferences.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> infer</li> <li><input type="checkbox"/> example</li> <li><input type="checkbox"/> details</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> specific</li> <li><input type="checkbox"/> support</li> <li><input type="checkbox"/> author's purpose</li> <li><input type="checkbox"/> explain</li> </ul>	<b>Criteria for Success (Performance Level Descriptors)</b> <p><b>Limited:</b> Explain what the text says explicitly and draw simple inferences from the text.</p> <p><b>Basic:</b> Explain what the text says explicitly and draw simple inferences; refer to details and examples in text when explaining what the text says explicitly.</p> <p><b>Proficient:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>Accelerated:</b> Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing inferences from the text.</p> <p><b>Advanced:</b> Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing complex inferences from the text.</p>
<b>Question Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What was the author's purpose in writing this text?</li> <li><input type="checkbox"/> What does the author mean when they say ____?</li> <li><input type="checkbox"/> Which specific details in the text lead you to that conclusion?</li> <li><input type="checkbox"/> What can you infer from what you have read so far?</li> <li><input type="checkbox"/> Why do you think that? Can you give specific examples from the text that support your thinking?</li> </ul>		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Text-based questions</li> <li>● Model rereading to find text evidence and clarify your thinking.</li> <li>● Annotating text</li> <li>● Rereading to clarify information</li> <li>● Close reading techniques</li> </ul>	
<b>RL3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		<b>RL5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	

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<b>RL 4.2</b>	<p><b>Standard:</b> Analyze literary text development.</p> <p>a. Determine a theme of a story, drama, or poem from details in the text.</p> <p>b. Summarize the text, incorporating a theme determined from details in the text.</p>	<p><b>Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?</li> <li><input type="checkbox"/> How can I use the details of the text to express the theme?</li> <li><input type="checkbox"/> How can I briefly and accurately express the key elements/ideas of the story?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply textual details to determine the theme of a story, drama, or poem.</li> <li><input type="checkbox"/> Define “theme” of a story, drama, or poem.</li> <li><input type="checkbox"/> Summarize key ideas and details of a story, drama, or poem.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> theme</li> <li><input type="checkbox"/> details</li> <li><input type="checkbox"/> convey</li> <li><input type="checkbox"/> summarize</li> <li><input type="checkbox"/> message</li> <li><input type="checkbox"/> universal themes</li> <li><input type="checkbox"/> character’s actions</li> <li><input type="checkbox"/> sentence</li> </ul>	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Identify an explicitly stated theme in a story, drama, or poem; determine the details in the text.</p> <p><b>Basic:</b> Determines an explicitly stated theme in a story, drama, or poem; determine the key details in the text.</p> <p><b>Proficient:</b> Determine the theme of a story, drama, or poem and summarize the text.</p> <p><b>Accelerated:</b> Determine an implicit theme of a story, drama, or poem; summarize the text.</p> <p><b>Advanced:</b> Determine an implicit theme of a story, drama, or poem by referring to key details; objectively summarize the text.</p> <p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Rereading to clarify information—close reading techniques</li> <li>● Text-based questions</li> <li>● Provide opportunities for students to process information through peer interaction (e.g. think pair share, turn to your partner, numbered heads together).</li> <li>● Emphasize that summaries are void of details.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the main idea of this poem/drama/ story?</li> <li><input type="checkbox"/> Which of the following best captures the theme of the text?</li> <li><input type="checkbox"/> How do the character’s actions help determine the theme?</li> <li><input type="checkbox"/> How do the character’s actions help support the theme?</li> <li><input type="checkbox"/> How is the central message conveyed throughout the story?</li> <li><input type="checkbox"/> Can you summarize what has happened so far?</li> <li><input type="checkbox"/> Convey to your partner in one sentence what the story is about?</li> </ul>		
<p><b>RL3.2:</b> Recount stories, including, fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</p>	<p><b>RL5.2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>RL 4.3</b>	<b>Standard:</b> 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).	<b>Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Essential Question(s)</b> <input type="checkbox"/> How does one or more of the story elements affect the text?  <b>Essential Skills</b> <input type="checkbox"/> Identify the character, setting, and/ or event. <input type="checkbox"/> Identify specific details about: characters, settings, and/or events. <input type="checkbox"/> Describe a character, the setting, or an event using a character's thoughts, words, or actions based on evidence in text.	<b>Vocabulary</b> <input type="checkbox"/> describe <input type="checkbox"/> specific details <input type="checkbox"/> character <input type="checkbox"/> setting <input type="checkbox"/> location <input type="checkbox"/> environment <input type="checkbox"/> sequence <input type="checkbox"/> major/minor event <input type="checkbox"/> dialogue	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Identify a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.  <b>Basic:</b> Describe a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.  <b>Proficient:</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.  <b>Accelerated:</b> Describe in depth a character, setting, or event in a story or drama, drawing on implicit details in the text.  <b>Advanced:</b> Describe in depth a character, setting, or event in a story or drama, drawing on implicitly stated details in the text and relationships with other characters or events in the text.</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Rereading to clarify information—close reading techniques</li> <li>● Provide opportunities for students to find and describe evidence of a character's thinking and feeling.</li> <li>● Model how to identify main and supporting character</li> <li>● Demonstrate setting as it pertains to time, place, and environment.</li> </ul>
<b>Questions Stems</b> <input type="checkbox"/> Describe a character in the story using specific details. <input type="checkbox"/> Describe the setting of the story using specific details. <input type="checkbox"/> Describe what happened in the story when ... <input type="checkbox"/> What do you think _____ looks like (character or setting) <input type="checkbox"/> What words does the author use to describe _____ (character or setting). <input type="checkbox"/> What words let you know what the character was thinking? <input type="checkbox"/> Why do you think that happened that way in the story? <input type="checkbox"/> Describe the impact of the setting on the outcome of the story. <input type="checkbox"/> Did the environment affect the outcome of the story?		
<b>RL3.3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>RL5.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>RL 4.4</b>	<b>Standard:</b> 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., Herculean).	<b>Anchor:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the author's choice and use of words affect the meaning of the text</li> <li><input type="checkbox"/> How does the author's use of specific types of figurative language affect the meaning of the text?</li> </ul> <b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize words and phrases.</li> <li><input type="checkbox"/> Recognize words and phrases that allude to mythical characters.</li> <li><input type="checkbox"/> Know significant Greek characters and defining characteristics.</li> <li><input type="checkbox"/> Determine the meaning of words and phrases as they are used in a text.</li> <li><input type="checkbox"/> Determine the meaning of words and phrases that allude to mythological characters.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> definition</li> <li><input type="checkbox"/> example</li> <li><input type="checkbox"/> restatement</li> <li><input type="checkbox"/> sentences</li> <li><input type="checkbox"/> context clues</li> <li><input type="checkbox"/> unknown</li> <li><input type="checkbox"/> phrase</li> <li><input type="checkbox"/> glossary</li> <li><input type="checkbox"/> digital</li> <li><input type="checkbox"/> footnote</li> <li><input type="checkbox"/> mythology</li> </ul>	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Determine the meaning of basic words and phrases as they are used in a text, including those alluding to significant characters in mythology, through explicitly stated details.</p> <p><b>Basic:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology, through explicitly stated details.</p> <p><b>Proficient:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</p> <p><b>Accelerated:</b> Determine the meaning of unfamiliar words and phrases as they are used in a text, based on implicit textual support.</p> <p><b>Advanced:</b> Determine the meaning of unfamiliar words and phrases as they are used in a text, by making connections to subtle, sparse textual support.</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Seeking meaning of unknown vocabulary</li> <li>● Rereading to clarify information—close reading techniques</li> <li>● Provide opportunities to use reference materials (digital and print)</li> </ul>
<b>Questions Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What does the word _____ mean in this sentence?</li> <li><input type="checkbox"/> Can you read the words or sentences around the word to help you determine its meaning?</li> <li><input type="checkbox"/> What does the phrase _____ mean?</li> <li><input type="checkbox"/> What strategies can you use to help you find the meaning of the word?</li> <li><input type="checkbox"/> In this sentence, the word ____ means ____.</li> <li><input type="checkbox"/> Why do you think the author used this word (<i>mythology term</i>) to describe ___?</li> </ul>		
<b>RL3.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language		<b>RL5.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <b>(See grade 5 Language standards 4-6 for additional expectations.)</b>

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>RL 4.5</b>	<p><b>Standard:</b> 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><b>Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the text structure help me understand the text?</li> <li><input type="checkbox"/> Why does the structure of the text matter?</li> <li><input type="checkbox"/> What are the differences between text structures in different types of text?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate between poems, drama, and prose.</li> <li><input type="checkbox"/> Refer to the structural elements of poems, prose, and drama when writing or speaking.</li> <li><input type="checkbox"/> Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text.</li> <li><input type="checkbox"/> Analyze how particular structure contributes to development of theme, setting, or plot.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> rhythm</li> <li><input type="checkbox"/> meter</li> <li><input type="checkbox"/> alliteration</li> <li><input type="checkbox"/> symbolism</li> <li><input type="checkbox"/> theme</li> <li><input type="checkbox"/> cast</li> <li><input type="checkbox"/> verse</li> <li><input type="checkbox"/> stage directions</li> <li><input type="checkbox"/> setting</li> <li><input type="checkbox"/> story</li> </ul>	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Explain obvious differences between poems, drama, and prose, and refer to basic structural elements.</p> <p><b>Basic:</b> Explain differences between poems, drama, and prose, and refer to basic structural elements.</p> <p><b>Proficient:</b> Explain major differences between poems, drama, and prose, and refer to the structural elements.</p> <p><b>Accelerated:</b> Explain how major differences between poems, drama, and prose affect meaning, and refer to complex structural elements.</p> <p><b>Advanced:</b> Explain how major and minor differences between poems, drama, and prose affect meaning, and refer to complex structural elements.</p>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This selection can best be described as ____?</li> <li><input type="checkbox"/> Can you show me a verse in this poem?</li> <li><input type="checkbox"/> Who are the major characters in the play/drama?</li> <li><input type="checkbox"/> Can you explain the difference between a poem and a selection of prose?</li> <li><input type="checkbox"/> Find an example of how the author uses rhythm in the poem.</li> <li><input type="checkbox"/> Where is this drama set?</li> <li><input type="checkbox"/> Explain the differences between a poem and a drama</li> <li><input type="checkbox"/> Can you show me an example of a verse, rhythm, and/or meter in this poem?</li> </ul>		<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Close Reading strategies</li> <li>● Provide opportunities to compare and contrast genres.</li> <li>● Demonstrate the differences between the elements of prose, poetry, drama.</li> </ul>
<p><b>RL3.5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><b>RL5.5:</b> Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem</p>	

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<b>RL 4.6</b>	<b>Standard:</b> Explain the differences in the point(s) of view in a text and different perspectives of the characters.	<b>Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the difference between first and third person influence how the story is told?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Define vocabulary, compare/ contrast, and point of view.</li> <li><input type="checkbox"/> Recognize and define first- and third-person narrations.</li> <li><input type="checkbox"/> Identify point of view (including first- and third-person narrations).</li> <li><input type="checkbox"/> Compare the points of view (including first- and third-person narrations).</li> <li><input type="checkbox"/> Contrast the points of view (including first- and third-person narrations).</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare and contrast</li> <li><input type="checkbox"/> point of view</li> <li><input type="checkbox"/> perspective</li> <li><input type="checkbox"/> narrate</li> <li><input type="checkbox"/> narrator</li> <li><input type="checkbox"/> first person</li> <li><input type="checkbox"/> third person</li> <li><input type="checkbox"/> selections</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> stories</li> </ul>	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Compare and contrast explicitly stated points of view from which different stories are narrated; identify first- and third-person narrations.</p> <p><b>Basic:</b> Compare and contrast explicitly stated points of view from which different stories are narrated, including differences between first- and third-person narrations.</p> <p><b>Proficient:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>Accelerated:</b> Compare and contrast implicit points of view from which different stories are narrated, including differences between first- and third-person narrations.</p> <p><b>Advanced:</b> Compare and contrast implicit points of view from which different stories are narrated, including shifting points of view and the difference between first- and third-person narrations.</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Demonstrate how to identify first and third person narratives and signal pronouns (I,me).</li> <li>● Analyze why the author chose the specific point of view.</li> <li>● Demonstrate how to make meaningful connections to other texts.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the selection/story written in the first or third person? How do you know?</li> <li><input type="checkbox"/> Who is telling the story in this selection?</li> <li><input type="checkbox"/> How is the perspective of the narrator different in the stories we read.</li> <li><input type="checkbox"/> Are there similarities in the perspective from which these stories are being told?</li> <li><input type="checkbox"/> How does the narrator's point of view influence the actions in the story?</li> </ul>		
<b>RL3.6:</b> Distinguish their own point of view from that of the narrator or those of the characters.	<b>RL5.6:</b> Describe how a narrator's or speaker's point of view influences how events are described.	



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<b>RL 4.7</b>	<b>Standard:</b> 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.	<b>Anchor:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Essential Question(s)</b> <input type="checkbox"/> How do audio and visual representations express the ideas of the text?	<b>Vocabulary</b> <input type="checkbox"/> compare <input type="checkbox"/> contrast <input type="checkbox"/> presentation <input type="checkbox"/> visual <input type="checkbox"/> oral <input type="checkbox"/> drama <input type="checkbox"/> version <input type="checkbox"/> specific <input type="checkbox"/> descriptions <input type="checkbox"/> directions	<b>Criteria for Success (Performance Level Descriptors)</b> <b>Limited:</b> Identify explicit details that connect the text of a story or drama with the visual or oral presentation of the text. <b>Basic:</b> Identify details that connect the text of a story or drama with the visual or oral presentation of the text. <b>Proficient:</b> Make connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. <b>Accelerated:</b> Make connections between information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text. <b>Advanced:</b> Make connections between implicit information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text.
<b>Essential Skills</b> <input type="checkbox"/> Identify similarities and differences between a text and a visual or oral presentation. <input type="checkbox"/> Recall specific descriptions and directions in a text of a story or drama and its visual or oral presentation. <input type="checkbox"/> Identify story or drama in text, visually or orally. <input type="checkbox"/> Recognize stage directions in a story/drama both in text and visual/oral presentations. <input type="checkbox"/> Connect specific descriptions and directions between written and oral or visual presentations of text.		
<b>Questions Stems</b> <input type="checkbox"/> How are the story and the visual presentation (picture, drawing, video) the same? <input type="checkbox"/> How are the story and the oral presentation (speech, recording) the same? <input type="checkbox"/> How does the drawing/visual show what the author is saying. <input type="checkbox"/> Does the presentation accurately reflect the story? <input type="checkbox"/> What part of the story or drama is represented by the presentation?		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Demonstrate how to make connections between the text and a visual or oral presentation.</li> <li>● Demonstrate how to compare and contrast different types of texts with dramatic, visual, and oral presentation.</li> </ul>
<b>RL3.7:</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>RL5.7:</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	

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<b>RL 4.9</b>	<p><b>Standard:</b> 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>	<p><b>Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do different cultures approach stories with similar events, themes and topics?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify specific details describing themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.</li> <li><input type="checkbox"/> Identify similarities and differences in themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.</li> <li><input type="checkbox"/> Compare/Contrast themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare</li> <li><input type="checkbox"/> contrast</li> <li><input type="checkbox"/> treatment</li> <li><input type="checkbox"/> culture</li> <li><input type="checkbox"/> patterns</li> <li><input type="checkbox"/> events</li> <li><input type="checkbox"/> traditional</li> <li><input type="checkbox"/> myth</li> <li><input type="checkbox"/> story</li> <li><input type="checkbox"/> text</li> </ul>	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Identify similar explicitly stated themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p><b>Basic:</b> Describe the treatment of similar explicitly stated themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p><b>Proficient:</b> Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p><b>Accelerated:</b> Compare and contrast the treatment of implicit themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures.</p> <p><b>Advanced:</b> Compare and contrast the treatment of implicit themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures; make higher level inferences to identify support used by authors.</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Demonstrate how to identify universal themes in literature(good vs. evil).</li> <li>● Demonstrate how to identify patterns used in a variety of genres (quest).</li> <li>● Provide opportunities for students to identify themes and pattern of events in traditional literature.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is this story about?</li> <li><input type="checkbox"/> What is the theme of this text?</li> <li><input type="checkbox"/> How is this theme similar to other stories we have read?</li> <li><input type="checkbox"/> Can you see any patterns in the events in this story and other stories we have read?</li> <li><input type="checkbox"/> How do the events of this text differ from other stories we have read?</li> <li><input type="checkbox"/> How is a myth different from a story?</li> <li><input type="checkbox"/> How is this version of the story different from the version from <u>(country or culture)</u></li> </ul>		
<p><b>RL3.9:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p><b>RL5.9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	

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<b>RL 4.10</b>	<p><b>Standard:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>	<p><b>Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What strategies am I using to become an independent and proficient reader of literary texts?</li> <li><input type="checkbox"/></li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify/understand key ideas and details.</li> <li><input type="checkbox"/> Identify/understand craft and structure.</li> <li><input type="checkbox"/> Identify/understand integration of knowledge and ideas.</li> <li><input type="checkbox"/> Comprehend key ideas and details. Comprehend craft and structure.</li> <li><input type="checkbox"/> Comprehend integration of knowledge and ideas.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> independent reading</li> <li><input type="checkbox"/> genres</li> <li><input type="checkbox"/> literature</li> <li><input type="checkbox"/> level</li> <li><input type="checkbox"/> range</li> <li><input type="checkbox"/> stories</li> <li><input type="checkbox"/> drama</li> <li><input type="checkbox"/> poetry</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Teacher uses scaffolding with grade level texts to provide access for all students.</li> <li>● Students should be self monitor their reading for comprehension.</li> <li>● Provide opportunities for students to choose a variety of genres for personal reading.</li> <li>● Fiction-Nonfiction Pairs</li> <li>● Close Reading Techniques</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What have you read independently lately?</li> <li><input type="checkbox"/> What was the reading range of this book?</li> <li><input type="checkbox"/> What genres have you read?</li> <li><input type="checkbox"/> What genre did you enjoy the most?</li> <li><input type="checkbox"/> Have you read multiple books by the same author?</li> <li><input type="checkbox"/> Who is your favorite author?</li> <li><input type="checkbox"/> Do you think you are ready to move to the next level?</li> </ul>		
<p><b>RL3.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p><b>RL5.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	

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<b>RI 4.1</b>	<b>Standard:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Anchor:</b> Read close to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use what I already know with what I've learned in the text to make meaning?</li> <li><input type="checkbox"/> How can I learn to read between the lines to deepen my understanding?</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> inference</li> <li><input type="checkbox"/> example</li> <li><input type="checkbox"/> details</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> specific</li> <li><input type="checkbox"/> support</li> <li><input type="checkbox"/> author</li> <li><input type="checkbox"/> message</li> <li><input type="checkbox"/> purpose</li> <li><input type="checkbox"/> explain</li> </ul>	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Explain what the text says explicitly and draw simple inferences from the text.</p> <p><b>Basic:</b> Explain what the text says explicitly, referring to details and examples from the text, and draw simple inferences from the text.</p> <p><b>Proficient:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Accelerated:</b> Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing inferences from the text.</p> <p><b>Advanced:</b> Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing complex inferences from the text;</p>
<b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate between explicit and inferred information.</li> <li><input type="checkbox"/> Identify explicit details when explaining text and drawing inferences.</li> <li><input type="checkbox"/> Analyze the text using details and examples.</li> <li><input type="checkbox"/> Summarize explicit information through inferences.</li> <li><input type="checkbox"/> Determine the similarities and differences of the experience of reading a story, drama, or poem to that of listening or viewing the audio, video, or live version of the text.</li> </ul>	<b>Questions Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the message so far?</li> <li><input type="checkbox"/> What does the author mean when he/she says__?</li> <li><input type="checkbox"/> Which details in the text led you to that conclusion?</li> <li><input type="checkbox"/> Why do you think that? Can you give specific examples from the text that support your thinking?</li> <li><input type="checkbox"/> What was the purpose of this piece?</li> <li><input type="checkbox"/> Give examples of other pieces that were written with the same purpose.</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Create a poster from student ideas and online resources as to what exactly close reading entails.</li> <li>● Model how to draw inferences in texts.</li> <li>● Provide opportunities for students to read closely providing specific examples from the text.</li> </ul>
<b>RI 3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI 5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	

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<b>RI 4.2</b>	<p><b>Standard:</b> Analyze informational text development.</p> <p>a. Determine the main idea of a text and explain how it is supported by key details.</p> <p>b. Provide a summary of the text that includes the main idea and key details, as well as other important information.</p>	<p><b>Anchor:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<p><b>Essential Question(s)</b></p> <p><input type="checkbox"/> How can I briefly and accurately express the main ideas and supporting details of the text?</p> <p><b>Essential Skills</b></p> <p><input type="checkbox"/> Identify the main idea and themes.</p> <p><input type="checkbox"/> Explain how details are needed to support the main idea.</p> <p><input type="checkbox"/> Summarize text with key supporting details.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p><input type="checkbox"/> main idea</p> <p><input type="checkbox"/> text</p> <p><input type="checkbox"/> key details</p> <p><input type="checkbox"/> determine</p> <p><input type="checkbox"/> support</p> <p><input type="checkbox"/> explain</p> <p><input type="checkbox"/> summarize</p> <p><input type="checkbox"/> summary</p>	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Identify an explicitly stated main idea and key details of a text.</p> <p><b>Basic:</b> Determine an explicitly stated main idea of a text and determine key details; provide a simple summary of the text.</p> <p><b>Proficient:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>Accelerated:</b> Determine an implicit main idea of a text and explain, using textual evidence, how it is supported by key details; summarize the text.</p> <p><b>Advanced:</b> Determine an implicit main idea using implicit textual evidence and explain how it is supported by key details; objectively summarize the text.</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● In order to summarize the text, go down to the sentence level of the text to get the full idea.</li> <li>● Provide opportunities for students to process information through peer interaction(e.g. think-pair-share, turn to your partner, numbered heads together)</li> <li>● Emphasize that summaries only use key details and main ideas.</li> </ul>
<p><b>Questions Stems</b></p> <p><input type="checkbox"/> What is the message so far?</p> <p><input type="checkbox"/> What is this passage about?</p> <p><input type="checkbox"/> Why do you think that? Can you give some details from the text that supports your thinking?</p> <p><input type="checkbox"/> Can you give me a sentence that tells what this text was about?</p> <p><input type="checkbox"/> Write a short summary about what you learned.</p> <p><input type="checkbox"/> How would you summarize what you have read so far?</p>		
<p><b>RI 3.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>RI 5.2:</b> Determine two or more main ideas and how they are supported by key details; summarize the text.</p>	

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<b>RI 4.3</b>	<b>Standard:</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Essential Question(s)</b> <input type="checkbox"/> How does language in informational texts help me understand how, what, and/or why something happened?  <b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify events, procedures, ideas, and concepts.</li> <li><input type="checkbox"/> Identify character interaction led to events.</li> <li><input type="checkbox"/> Evaluate why events, procedures, ideas, and concepts occurred with supporting details.</li> <li><input type="checkbox"/> Summarize why events, procedures, ideas, and concepts occurred with supporting details.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain</li> <li><input type="checkbox"/> procedure</li> <li><input type="checkbox"/> events</li> <li><input type="checkbox"/> ideas</li> <li><input type="checkbox"/> concepts</li> <li><input type="checkbox"/> historical</li> <li><input type="checkbox"/> scientific</li> <li><input type="checkbox"/> technical text</li> <li><input type="checkbox"/> specific information</li> <li><input type="checkbox"/> results</li> </ul>
<b>Questions Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can you explain what is happening in this text?</li> <li><input type="checkbox"/> Why do you think this is happening?</li> <li><input type="checkbox"/> What is the first step in this procedure? Can you explain what step comes next?</li> <li><input type="checkbox"/> What is the main idea of this text?</li> <li><input type="checkbox"/> What was the result of _____'s idea?</li> </ul>		<b>Criteria for Success (Performance Level Descriptors)</b>  <b>Limited:</b> Identify events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. <b>Basic:</b> Describe events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <b>Proficient:</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <b>Accelerated:</b> Analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation. <b>Advanced:</b> Analyze complex events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using implicit evidence from the text to justify the explanation.  <b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Explicitly teach the different between events, procedures, and ideas or concepts.</li> <li>● Concept is a general notion, whereas idea is more specific</li> <li>● Provide small pieces of text and as a Shared Reading activity, practice highlighting evidence to support various events, procedures, ideas, or concepts.</li> </ul>
<b>RI 3.3:</b> 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.		<b>RI 5.3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>RI 4.4</b>	<p><b>Standard:</b> Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p><b>Anchor:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I learn and use academic vocabulary appropriately?</li> <li><input type="checkbox"/> How can I learn and use domain-specific vocabulary appropriately?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify general academic words and phrases.</li> <li><input type="checkbox"/> Identify domain-specific words and phrases.</li> <li><input type="checkbox"/> Analyze the meaning of general academic phrases.</li> <li><input type="checkbox"/> Evaluate the meaning of domain- specific phrases.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> domain</li> <li><input type="checkbox"/> prefixes – suffixes</li> <li><input type="checkbox"/> Greek</li> <li><input type="checkbox"/> Latin</li> <li><input type="checkbox"/> multiple meanings</li> <li><input type="checkbox"/> figurative language</li> <li><input type="checkbox"/> dictionary</li> <li><input type="checkbox"/> glossary</li> </ul>	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Determine the meaning of basic academic and domain-specific words and phrases through explicitly stated details.</p> <p><b>Basic:</b> Determine the general academic and domain-specific words and phrases through explicitly stated details.</p> <p><b>Proficient:</b> Determine the meaning of general academic and domain-specific words and phrases.</p> <p><b>Accelerated:</b> Determine the meaning of general academic and domain-specific words and phrases based on implicit textual support.</p> <p><b>Advanced:</b> Determine the meaning of general academic and domain-specific words and phrases by making connections to subtle, sparse textual support.</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Engage students in dictionary usage by having Dictionary Races to find the word first.</li> <li>● Provide lists of prefixes and suffixes and investigate words that are related.</li> <li>● Use books like “Parts” ,“More Parts” and “Even More Parts” by Tedd Arnold to get at interesting idioms.</li> <li>● Students can collect idioms throughout the year.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What tools can you use to help you find the meaning of this word?</li> <li><input type="checkbox"/> What does the word___mean in this sentence?</li> <li><input type="checkbox"/> Can you read the sentences around the word to help you determine its meaning?</li> <li><input type="checkbox"/> What does the phrase___mean?</li> <li><input type="checkbox"/> Are there any parts of the word that you know? Can you use that to help you figure out the meaning of the word?</li> <li><input type="checkbox"/> What strategies can you use to help you find the meaning of the word?</li> <li><input type="checkbox"/> Can you use the computer to help you find the meaning of that word?</li> </ul>		<p><b>RI 3.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area.</p>
<p><b>RI 5.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. <b>(See grade 5 Language standards 4-6 for additional expectations.)</b></p>		

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<b>RI 4.5</b>	<b>Standard:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>Anchor:</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <ul style="list-style-type: none"> <li>a. Analyze the use of text feature (e.g., graphics, headers, captions) in consumer materials.</li> </ul>
<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the text structure help me understand the text?</li> <li><input type="checkbox"/> Why does the structure of the text matter?</li> </ul> <b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the overall text structure.</li> <li><input type="checkbox"/> Describe the overall text structure.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> organization</li> <li><input type="checkbox"/> structure</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> chronology</li> <li><input type="checkbox"/> comparison</li> <li><input type="checkbox"/> cause/effect</li> <li><input type="checkbox"/> problem/solution</li> <li><input type="checkbox"/> order</li> <li><input type="checkbox"/> events</li> <li><input type="checkbox"/> ideas</li> <li><input type="checkbox"/> sequence</li> <li><input type="checkbox"/> describe</li> <li><input type="checkbox"/> tell</li> </ul>	<b>Criteria for Success (Performance Level Descriptors)</b> <p><b>Limited:</b> Identify the structure of events, ideas, concepts, or information in part of a text.</p> <p><b>Basic:</b> Identify the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>Proficient:</b> Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>Accelerated:</b> Explain the overall structure of events, ideas, concepts, or information in a text or part of a text and how that contributes to the meaning of the text.</p> <p><b>Advanced:</b> Explain the overall structure of events, ideas, concepts, or information in a text or part of a text and how that contributes to the meaning of the text; consider the effects of alternate structures on the meaning of the text.</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Recognize that different content area texts can be expected to be organized with predictable structures.</li> <li>● Students may identify different causes and effects because events can have multiple causes and multiple effects.</li> </ul>
<b>Questions Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How is this organized?</li> <li><input type="checkbox"/> Is the author comparing ideas?</li> <li><input type="checkbox"/> What happened first?</li> <li><input type="checkbox"/> What is the problem in this section of the book?</li> <li><input type="checkbox"/> What are some of the causes of this ...</li> <li><input type="checkbox"/> What happened when ...</li> <li><input type="checkbox"/> What was the result of ...</li> </ul>		
<b>RI 3.5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>RI 5.5:</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.	



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<b>RI 4.6</b>	<b>Standard:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.	<b>Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.
<b>Essential Question(s)</b> <input type="checkbox"/> How does a firsthand or secondhand account influence how the event is told?  <b>Essential Skills</b> <input type="checkbox"/> Define vocabulary - compare, contrast, firsthand, secondhand. <input type="checkbox"/> Describe events or main ideas. <input type="checkbox"/> Compare accounts of the event or topic. <input type="checkbox"/> Contrast accounts of the event or topic. <input type="checkbox"/> Generalize the difference in focus and information.	<b>Vocabulary</b> <input type="checkbox"/> accounts <input type="checkbox"/> experience <input type="checkbox"/> firsthand <input type="checkbox"/> secondhand <input type="checkbox"/> compare and contrast <input type="checkbox"/> focus <input type="checkbox"/> topic <input type="checkbox"/> describe <input type="checkbox"/> difference <input type="checkbox"/> information	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Identify whether texts written on the same event or topic are a firsthand or secondhand account.</p> <p><b>Basic:</b> Identify a firsthand and secondhand account of the same event or topic.</p> <p><b>Proficient:</b> Compare and contrast a firsthand and secondhand account of the same event or topic, describing the difference in focus and the information provided.</p> <p><b>Accelerated:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe, using textual evidence, the difference in focus and the information provided.</p> <p><b>Advanced:</b> Compare and contrast multiple firsthand and secondhand accounts of the same event or topic; describe, using textual evidence and implicit details, the difference in focus and the information provided.</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Demonstrate firsthand and secondhand accounts in mentor texts.</li> <li>● Provide opportunities for students to compare and contrast firsthand and secondhand accounts of the same event or topic.</li> <li>● Provide opportunities for students to describe the differences between information provided in a text</li> </ul>
<b>Questions Stems</b> <input type="checkbox"/> Who is providing the information? <input type="checkbox"/> Where they there at the time that this happened? <input type="checkbox"/> Compare the account these two people are giving. What are the differences in how they tell the events? <input type="checkbox"/> Why do you think the information is different? <input type="checkbox"/> Do you think that the people are looking at the event in the same way? Why might their focus be different? <input type="checkbox"/> Why do you think the authors describe the events or experiences differently?		
<b>RI 3.6:</b> Distinguish their own point of view from that of the author of a text	<b>RI 5.6:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	

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<b>RI 4.7</b>	<b>Standard:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>Anchor:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Essential Question(s)</b> <input type="checkbox"/> How do audio and visual representations express the ideas of the text?	<b>Vocabulary</b> <input type="checkbox"/> interpret <input type="checkbox"/> information <input type="checkbox"/> graphs <input type="checkbox"/> charts <input type="checkbox"/> legends <input type="checkbox"/> diagrams <input type="checkbox"/> time lines <input type="checkbox"/> animation <input type="checkbox"/> increase <input type="checkbox"/> decrease <input type="checkbox"/> explain <input type="checkbox"/> analyze <input type="checkbox"/> contributes	<b>Criteria for Success (Performance Level Descriptors)</b> <b>Limited:</b> Identify explicit details presented visually, orally, or quantitatively. <b>Basic:</b> Interpret information presented visually, orally, or quantitatively. <b>Proficient:</b> Interpret information presented visually, orally, or quantitatively and explain how the information contributes to the text in which it appears. <b>Accelerated:</b> Analyze information presented visually, orally, or quantitatively and explain how the information contributes to and extends the overall understanding of the text in which it appears. <b>Advanced:</b> Evaluate information presented visually, orally, or quantitatively and use evidence to show how the information contributes and extends the text.
<b>Essential Skills</b> <input type="checkbox"/> Define interpret. <input type="checkbox"/> Recognize non fiction text features. <input type="checkbox"/> Read graphs, charts, diagram, timelines, etc. <input type="checkbox"/> Recognize interactive Web elements. <input type="checkbox"/> Analyze information from charts, diagrams, graphs, timelines, animations, and interactive elements. <input type="checkbox"/> Analyze information visually, orally, and quantitatively. <input type="checkbox"/> Evaluate how information presented visually, orally, and quantitatively aids in understanding.		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Explicitly model the use and strategies for interpreting charts, graphs, and diagrams. (e.g.: Look at the title first, then look at the headings of each area on the chart or graph).</li> <li>● Teach informational text features in context and what information can be gathered from each. (e.g. Know that diagrams show the parts of something and how those parts go together; interpret diagram by explaining, either orally or in writing, the information gathered from it).</li> </ul>
<b>Questions Stems</b> <input type="checkbox"/> What does this chart mean? <input type="checkbox"/> Can you tell if this is increasing or decreasing? <input type="checkbox"/> When did this event happen on the timeline? <input type="checkbox"/> How does the diagram help us understand what the topic is? <input type="checkbox"/> What does the animation mean? Can you explain what the animation is showing? <input type="checkbox"/> What helped you understand this chart? <input type="checkbox"/> Is there a legend that can help you figure out what this means?		
<b>RI 3.7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>RI 5.7:</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	

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<b>RI 4.8</b>	<b>Standard:</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>Anchor:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>Essential Question(s)</b> <input type="checkbox"/> How does the author use reason and evidence to support the text?		<div style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></div> <p><b>Limited:</b> Identify reasons and evidence to support particular points in a text.</p> <p><b>Basic:</b> Describe how an author uses reasons and evidence to support particular points in a text.</p> <p><b>Proficient:</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>Accelerated:</b> Analyze how an author uses reasons and evidence to support particular points in a text.</p> <p><b>Advanced:</b> Analyze how an author uses reasons and evidence to support particular points in a text, tracing the development of the author's point.</p>
<b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the differences between fact and opinion.</li> <li><input type="checkbox"/> Define evidence and reason.</li> <li><input type="checkbox"/> Identify the author's reasons and evidence.</li> <li><input type="checkbox"/> Evaluate how to use reasons to support points.</li> <li><input type="checkbox"/> Evaluate how to use evidence to support points.</li> </ul>	<div style="text-align: center;"><b>Vocabulary</b></div> <ul style="list-style-type: none"> <li><input type="checkbox"/> reasons</li> <li><input type="checkbox"/> evidence</li> <li><input type="checkbox"/> support</li> <li><input type="checkbox"/> author</li> <li><input type="checkbox"/> proof</li> <li><input type="checkbox"/> explanation</li> <li><input type="checkbox"/> points</li> </ul>	
<b>Questions Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify at least two points the author is trying to make in this text.</li> <li><input type="checkbox"/> Did the author use any evidence to support his thinking?</li> <li><input type="checkbox"/> Where on the page does the author use facts to support what he has written?</li> <li><input type="checkbox"/> Why did the author write that?</li> <li><input type="checkbox"/> Did the author give any reason for writing that?</li> <li><input type="checkbox"/> Can you tell me why the author might have written about that?</li> <li><input type="checkbox"/> Is there any proof in this text to support what the author says?</li> </ul>		<div style="text-align: center;"><b>Key Strategies</b></div> <ul style="list-style-type: none"> <li>● Practice locating and highlighting evidence in a variety of texts.</li> <li>● Provide text exemplars that demonstrate the reason the author is thinking in a particular way.</li> <li>● Provide text exemplars that demonstrate evidence in the text that supports why the author is thinking in a particular way.</li> </ul>
<b>RI 3.8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>RI 5.8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	

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<b>RI 4.9</b>	<b>Standard:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Essential Question(s)</b> <input type="checkbox"/> How can I present information from two texts to demonstrate understanding?		<div style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></div> <p><b>Limited:</b> Use information from one text in order to write or speak about the subject knowledgeably.</p> <p><b>Basic:</b> Identify explicitly stated information from two texts on the same topic that could be used to write or speak about the subject knowledgeably with support.</p> <p><b>Proficient:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>Accelerated:</b> Integrate complex and inferred information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>Advanced:</b> Integrate complex and inferred information and textual evidence from two texts on the same topic in an organized manner in order to write or speak about a complex subject knowledgeably.</p>
<b>Essential Skills</b> <input type="checkbox"/> Identify information within texts on the same topic. <input type="checkbox"/> Integrate information from two texts on the same topic.	<div style="text-align: center;"><b>Vocabulary</b></div> <input type="checkbox"/> integrate <input type="checkbox"/> information <input type="checkbox"/> combine <input type="checkbox"/> topic <input type="checkbox"/> details <input type="checkbox"/> knowledgeable <input type="checkbox"/> subject	
<b>Questions Stems</b> <input type="checkbox"/> What did you learn from this piece of text about <u>&lt;topic&gt;</u> ? <input type="checkbox"/> Were there details in this piece that you found in the other text? <input type="checkbox"/> How are you deciding what details are important enough that you need to include them when you are writing? <input type="checkbox"/> Did the author of this text write something that you need to include that the other author didn't? <input type="checkbox"/> How are you keeping track of the information so that you can put it together when you are writing or talking? <input type="checkbox"/> Does that sound like you know what you are talking about?		
<b>RI 3.9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>RI 5.9:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
		<div style="text-align: center;"><b>Key Strategies</b></div> <ul style="list-style-type: none"> <li>● Model and provide opportunities for students to compare and contrast texts.(e.g. Venn Diagram, T-Chart, conducive to small, content-based research projects).</li> </ul>

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<b>RI 4.10</b>	<b>Standard:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently
<b>Essential Question(s)</b> <input type="checkbox"/> What strategies am I using to become an independent and proficient reader of informational texts?		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Provide a wide range of texts, especially in the content areas, to reach this standard.</li> <li>● Fiction-Nonfiction Pairs</li> <li>● Close Reading Techniques</li> </ul>
<b>Essential Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall/understand key ideas and details.</li> <li><input type="checkbox"/> Identify/understand craft and structure.</li> <li><input type="checkbox"/> Recognize/understand integration of knowledge and ideas.</li> <li><input type="checkbox"/> Comprehend key ideas and details.</li> <li><input type="checkbox"/> Comprehend craft and structure.</li> <li><input type="checkbox"/> Comprehend integration of knowledge and ideas.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> comprehend</li> <li><input type="checkbox"/> understand</li> <li><input type="checkbox"/> technical text</li> <li><input type="checkbox"/> science</li> <li><input type="checkbox"/> history</li> <li><input type="checkbox"/> social studies</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> complexity</li> <li><input type="checkbox"/> level</li> <li><input type="checkbox"/> range</li> </ul>	
<b>Questions Stems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have you tried reading this book about...?</li> <li><input type="checkbox"/> The school library has a book about...</li> <li><input type="checkbox"/> After you read the chapter in the science book, you might want to read this trade book.</li> <li><input type="checkbox"/> Another book about this topic is ...</li> </ul>		
<b>RI 3.10:</b> 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 2-3 text complexity band independently and proficiently.	<b>RI 5.10:</b> 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 4-5 text complexity band independently and proficiently.	

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<b>RF 4.3</b>	<p><b>Standard:</b> Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Anchor:</b></p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I break words into parts to determine the meaning of the word?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know grade-level phonics and word analysis skills in decoding words.</li> <li><input type="checkbox"/> Apply grade-level phonics and word analysis in decoding words.</li> <li><input type="checkbox"/> Synthesize phonics and word analysis skills to decode words.</li> <li><input type="checkbox"/> Read multisyllabic words in and out of context.</li> <li><input type="checkbox"/> Read words with Latin roots.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> letter-sounds</li> <li><input type="checkbox"/> syllabication pattern</li> <li><input type="checkbox"/> context</li> <li><input type="checkbox"/> skills</li> <li><input type="checkbox"/> roots</li> <li><input type="checkbox"/> base words</li> <li><input type="checkbox"/> affixes</li> <li><input type="checkbox"/> accurately</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model syllabication patterns (e.g.CVC=Consonant, Vowel, Consonant).</li> <li>● Provide opportunities to work with various affixes and bases (e.g. prefixes:mis,in;Base: form; suffixes: ed,ion to analyze words like misinformation, misinformed).</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can you make all the sounds in that word in order?</li> <li><input type="checkbox"/> Are there any familiar parts in that word that you can use to help you?</li> <li><input type="checkbox"/> Do you know any other words like that?</li> <li><input type="checkbox"/> When you are not sure what a word is, don't forget to look to see if there are any root or base words you might know.</li> <li><input type="checkbox"/> Have you looked to see what the base word might be?</li> </ul>		
<p><b>RF 3.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <ol style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ol>		<p><b>RF 5.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ol>

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<b>RF 4.4</b>	<p><b>Standard:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</li> </ol>	<b>Anchor:</b>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does my fluency and accuracy affect my understanding of any text I read?</li> <li><input type="checkbox"/> How does my reading need to change when I read different kinds of texts?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and understand foundational reading skills.</li> <li><input type="checkbox"/> Determine the purpose for reading on-level text.</li> <li><input type="checkbox"/> Read on-level text fluently and accurately.</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> self-correction</li> <li><input type="checkbox"/> self-monitoring</li> <li><input type="checkbox"/> fluency</li> <li><input type="checkbox"/> comprehension</li> <li><input type="checkbox"/> re-reading</li> <li><input type="checkbox"/> genres</li> <li><input type="checkbox"/> purpose</li> <li><input type="checkbox"/> skim</li> <li><input type="checkbox"/> scan</li> <li><input type="checkbox"/> expression</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities for students to have repeated readings of texts (e.g preparing a book to read to a buddy, using fluency phones, listening partners).</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is your reason for reading this selection?</li> <li><input type="checkbox"/> Are the words making sense?</li> <li><input type="checkbox"/> What can you do when the story/text doesn't make sense?</li> <li><input type="checkbox"/> What strategies can you use to help you understand what you are reading?</li> <li><input type="checkbox"/> Don't forget to skim the text, so you know what you will be reading about.</li> <li><input type="checkbox"/> After looking at the question, can you scan the page for an answer?</li> <li><input type="checkbox"/> Can you make that sound like you were talking?</li> </ul>			
<p><b>RF 3.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</li> </ol>	<p><b>RF 5.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</li> </ol>		

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>W 4.1</b>	<p><b>Standard:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>)</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol>	<p><b>Anchor:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use reasons to support my opinion?</li> <li><input type="checkbox"/> How can I use information to support my opinion?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain organizational structures. Explain writer's point of view. Explain writer's purpose.</li> <li><input type="checkbox"/> Determine how to clearly introduce topic or text.</li> <li><input type="checkbox"/> Formulate an opinion.</li> <li><input type="checkbox"/> Create an opinion piece supported with reasons and information.</li> <li><input type="checkbox"/> Opinion piece should include clear introduction, statement of opinion, and strong organizational structure</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fact</li> <li><input type="checkbox"/> opinion</li> <li><input type="checkbox"/> text</li> <li><input type="checkbox"/> structure</li> <li><input type="checkbox"/> conclusion</li> <li><input type="checkbox"/> support</li> <li><input type="checkbox"/> reasons</li> <li><input type="checkbox"/> linking words/phrases</li> <li><input type="checkbox"/> transitional words</li> </ul>	<p style="text-align: center;"><b>Criteria for Success (Performance Level Descriptors)</b></p> <p><b>Limited:</b> Demonstrate an emerging ability to craft a piece of writing, using an opinion or controlling idea, attempt an organizational structure with somewhat grouped ideas and very limited progression of ideas, lack evidence, introduce minimal variation in sentence structure and word choice, and demonstrate the most basic command of conventions;</p> <p><b>Basic:</b> Demonstrate a general ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, attempt an organizational structure with grouped ideas and limited progression of ideas, draw evidence from text to support, introduce some variation in sentence structure and word choice;</p> <p><b>Proficient - Advanced:</b> Demonstrate a consistent (superior/sophisticated) ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model the use of linking words and phrases</li> <li>● Review fact and opinion.</li> <li>● Model and provide practice time for different points of view.</li> <li>● Model and provide practice in organizational text structure such as chronological order cause and effect, etc...</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is your piece about? How will you support your opinion?</li> <li><input type="checkbox"/> What are your reasons for writing about this?</li> <li><input type="checkbox"/> Which details and facts have you included that support your opinion?</li> <li><input type="checkbox"/> How is your writing organized? Chronological order, cause and effect...?</li> <li><input type="checkbox"/> Does your conclusion restate your opinion?</li> <li><input type="checkbox"/> Which words or phrases help move the reader logically between your opinions to your reasons for that opinion?</li> </ul>		
<p><b>W 3.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide concluding statement or section.</li> </ol>	<p><b>W 5.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol>	



# Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

W 4.2	<p><b>Standard:</b> Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (<i>e.g., headings</i>), illustrations, and multimedia to aid comprehension, if needed.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (<i>e.g., another, for example, also because</i>).</li> <li>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	<p><b>Anchor:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use information to express an idea?</li> <li><input type="checkbox"/> How can I use domain-specific vocabulary to express ideas accurately?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and Identify a clear topic with related information grouped in paragraphs or sections.</li> <li><input type="checkbox"/> Develop and Identify related information containing formatting, illustrations, and multimedia when aiding comprehension.</li> <li><input type="checkbox"/> Informative/explanatory texts that include clear topic introduction related information that contain formatting, illustrations, and multimedia when aiding comprehension.</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> inform</li> <li><input type="checkbox"/> explain</li> <li><input type="checkbox"/> topic</li> <li><input type="checkbox"/> conclude</li> <li><input type="checkbox"/> specific</li> <li><input type="checkbox"/> precise</li> <li><input type="checkbox"/> vocabulary</li> <li><input type="checkbox"/> section</li> <li><input type="checkbox"/> domain</li> <li><input type="checkbox"/> group/categorize</li> <li><input type="checkbox"/> media</li> <li><input type="checkbox"/> illustrator</li> </ul>	<p style="text-align: center;"><b>Criteria for Success</b> <b>(Performance Level Descriptors)</b></p> <p><b>Limited:</b> Demonstrate an emerging ability to craft a piece of writing, using an opinion or controlling idea, attempt an organizational structure with somewhat grouped ideas and very limited progression of ideas, lack evidence, introduce minimal variation in sentence structure and word choice, and demonstrate the most basic command of conventions;</p> <p><b>Basic:</b> Demonstrate a general ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, attempt an organizational structure with grouped ideas and limited progression of ideas, draw evidence from text to support, introduce some variation in sentence structure and word choice;</p> <p><b>Proficient - Advanced:</b> Demonstrate a consistent (superior/sophisticated) ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities and exposure to informative texts and their text features like headings, subheadings, illustrations, captions, different fonts, inserts, closeups, cutaways, etc...</li> <li>• Review domain specific vocabulary.</li> <li>• Provide a list of linking words and phrases.</li> <li>• Provide different kinds of graphic organizers to group ideas.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are you writing to inform or explain?</li> <li><input type="checkbox"/> What is your topic and what will be your topic sentence</li> <li><input type="checkbox"/> Can you organize your ideas using a cluster web?</li> <li><input type="checkbox"/> How will you finish your writing? Is there another word you can use?</li> <li><input type="checkbox"/> Where are your examples, definitions and details?</li> <li><input type="checkbox"/> What do others say about your topic? Can you include a quote from the information?</li> <li><input type="checkbox"/> Are there illustrations, or other media you can use as a source to make your text easier to understand?</li> </ul>		
<p><b>W 3.2:</b> Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ol>	<p><b>W 5.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (<i>e.g., headings</i>), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (<i>e.g., in contrast, especially</i>).</li> <li>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>W 4.3</b>	<p><b>Standard:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p><b>Anchor:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use appropriate details and organization to express a real or imagined event?</li> <li><input type="checkbox"/> How can I use appropriate techniques to express the event more effectively?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the story elements, structure of a narrative, and use of dialogue and description to develop experiences, events or characters.</li> <li><input type="checkbox"/> Establish a situation, narrator, and/ or characters.</li> <li><input type="checkbox"/> Write a narrative that establishes a situation, a narrator, or characters.</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> problem</li> <li><input type="checkbox"/> character</li> <li><input type="checkbox"/> detail</li> <li><input type="checkbox"/> description</li> <li><input type="checkbox"/> setting</li> <li><input type="checkbox"/> audience</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities to review story elements: plot, character, conflict, theme, and setting.</li> <li>● Demonstrate how transitional words and phrases show the sequence of events.</li> <li>● Demonstrate how the ending of the story needs to follow logically from the events in the story.</li> <li>● Review and teach more adjectives for sensory/descriptive details.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When, where and who will your story be about? Who is telling the story?</li> <li><input type="checkbox"/> What problem will the main character face? How will the problem change the character?</li> <li><input type="checkbox"/> Can you add more descriptions to your setting?</li> <li><input type="checkbox"/> What actions will the characters take in response to the events in the story?</li> <li><input type="checkbox"/> Did you lead up to your conclusion?</li> <li><input type="checkbox"/> What events will lead up to your conclusion?</li> </ul>			
<p><b>W 3.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order. Provide a sense of closure.</li> </ol>		<p><b>W 5.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>W 4.4</b>	<p><b>Standard:</b> Produce clear and coherent writing (<u>including multiple-paragraph texts</u>) in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in Standards 1–3 above.)</i></p>	<p><b>Anchor:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p><b>Essential Question(s)</b></p> <p><input type="checkbox"/> Why do I write?</p> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the reason for writing to decide on task, purpose, or audience.</li> <li><input type="checkbox"/> Determine suitable idea development strategies.</li> <li><input type="checkbox"/> Determine suitable organization appropriate to the task, purpose, or audience.</li> <li><input type="checkbox"/> Produce a writing piece with clear, cohesive idea development and organization, appropriate to the determined task, purpose, and audience.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clear</li> <li><input type="checkbox"/> coherent</li> <li><input type="checkbox"/> go together</li> <li><input type="checkbox"/> paragraph</li> <li><input type="checkbox"/> develop</li> <li><input type="checkbox"/> organize</li> <li><input type="checkbox"/> purpose</li> <li><input type="checkbox"/> audience</li> <li><input type="checkbox"/> multiple-paragraph</li> <li><input type="checkbox"/> chronological</li> <li><input type="checkbox"/> order</li> <li><input type="checkbox"/> task</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Review author's purpose to identify the audience.</li> <li>● Use acronyms for understanding the writer's task: R.I.P.E... to research, to inform, to persuade, and/or to entertain.</li> <li>● Provide samples of different kinds of writing styles.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who will be reading your writing?</li> <li><input type="checkbox"/> Are you writing to tell a story or to help someone learn more about ...?</li> <li><input type="checkbox"/> How will you organize your writing?</li> <li><input type="checkbox"/> Is there a thinking map you can use to help you organize your ideas?</li> <li><input type="checkbox"/> Is there information you need to include? Where will you add that information?</li> <li><input type="checkbox"/> Does this need to be longer?</li> <li><input type="checkbox"/> Could you add another paragraph telling about...?</li> <li><input type="checkbox"/> Do you think your reader will understand what you are trying to say?</li> <li><input type="checkbox"/> Did you write what you meant to say?</li> </ul>			
<p><b>W3.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>		<p><b>W 5.4:</b> Produce clear and coherent writing (<u>including multiple-paragraph texts</u>) in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in Standards 1–3)</i></p>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>W 4.5</b>	<p><b>Standard:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.</i>)</p>	<p><b>Anchor:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the writing process make me a better writer?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize, develop, and strengthen how to plan, revise, edit, rewrite and try a new approach with guidance and support from peers and adults.</li> <li><input type="checkbox"/> Know how to edit for conventions with guidance and support from peers and adults.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> proofreading</li> <li><input type="checkbox"/> editing</li> <li><input type="checkbox"/> revising</li> <li><input type="checkbox"/> peers</li> <li><input type="checkbox"/> purpose</li> <li><input type="checkbox"/> organize</li> <li><input type="checkbox"/> draft</li> <li><input type="checkbox"/> planning</li> <li><input type="checkbox"/> develop</li> <li><input type="checkbox"/> strengthen</li> </ul>	<p style="text-align: center;"><b>Criteria for Success</b></p> <p style="text-align: center;"><b>(Performance Level Descriptors)</b></p> <p><b>Limited:</b> Demonstrate a lack of command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.</p> <p><b>Basic:</b> Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.</p> <p><b>Proficient:</b> Demonstrate command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.</p> <p><b>Accelerated:</b> Demonstrate strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.</p> <p><b>Advanced:</b> Demonstrate mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics.</p> <p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● During a Think Aloud, use graphic organizers to visualize the process of generating ideas.</li> <li>● Use a checklist that helps students keep track of their progress through the stages of the writing process.</li> <li>● Use a tool to help students self-assess.</li> <li>● Use a rubric for writing conferences and for formative assessment.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What will you use to help organize your ideas?</li> <li><input type="checkbox"/> Can you create a graphic organizer/thinking map to help you sequence your ideas/events?</li> <li><input type="checkbox"/> Can you re-write this so that the ideas/details are clearer?</li> <li><input type="checkbox"/> Have you completed your first draft?</li> <li><input type="checkbox"/> Did you share with your audience what you intended to say?</li> <li><input type="checkbox"/> Have you asked your partner/group to give you feedback about what you have written so far?</li> <li><input type="checkbox"/> Is there a better way you could start/end your writing?</li> <li><input type="checkbox"/> What is your topic sentence?</li> <li><input type="checkbox"/> Have you used your editing/proofreading checklist to help you make any changes?</li> </ul>			
<p><b>W3.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.</i>)</p>		<p><b>W 5.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.</i>)</p>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>W 4.6</b>	<p><b>Standard:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>Anchor:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can technology be used as a tool to write, publish, and/or collaborate?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use keyboarding skills and word processing with some guidance and support from adults.</li> <li><input type="checkbox"/> Use the Internet to communicate with others with some guidance and support from adults.</li> <li><input type="checkbox"/> Evaluate the technology tools for producing, collaborating with others, and publishing writing with some guidance and support from adults.</li> <li><input type="checkbox"/> Use technology to develop, revise, edit, and publish writing with some guidance and support from adults.</li> <li><input type="checkbox"/> Use keyboarding skills to type a minimum of one page in a single sitting.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Internet</li> <li><input type="checkbox"/> publisher</li> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> working together</li> <li><input type="checkbox"/> save</li> <li><input type="checkbox"/> menu</li> <li><input type="checkbox"/> font</li> <li><input type="checkbox"/> keyboarding</li> <li><input type="checkbox"/> spell check</li> <li><input type="checkbox"/> word processing</li> <li><input type="checkbox"/> format</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model and provide access to digital media.</li> <li>● Provide opportunities for keyboarding and word processing.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Don't forget to use the correct font, tabs, or spacing when you are typing your paper.</li> <li><input type="checkbox"/> Will you save your document or are you ready to print?</li> <li><input type="checkbox"/> Have you used the spell checker to help you edit your writing?</li> <li><input type="checkbox"/> You might need to use the thesaurus to say that another way.</li> <li><input type="checkbox"/> You might try making this into a PowerPoint so that you can present your ideas.</li> <li><input type="checkbox"/> What online sources might you use to help write your paper?</li> <li><input type="checkbox"/> How did your group divide the responsibilities so that you all contributed to completing the project?</li> </ul>			
<p><b>W3.6:</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>		<p><b>W 5.6:</b> With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>W 4.7</b>	<b>Standard:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>Anchor:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>Essential Question</b> <input type="checkbox"/> How can I learn more about a topic by completing a research project?		<div style="text-align: center;"><b>Key Strategies</b></div> <ul style="list-style-type: none"> <li>● Provide opportunities to practice use of reference materials (e.g., dictionaries, atlases).</li> <li>● Provide graphic organizers for organizational structure.</li> <li>● Introduce qualitative methods such as interviewing, reading case studies and diaries as other ways to conduct investigations.</li> </ul>
<b>Essential Skills</b> <input type="checkbox"/> Conduct short research projects. <input type="checkbox"/> Conduct short research projects investigating different aspects of a topic.		
<b>Questions Stems</b> <input type="checkbox"/> What will your project be about? Can you narrow your topic? <input type="checkbox"/> What sources will you use to present information? <input type="checkbox"/> What online sources might you use? <input type="checkbox"/> Which keywords can you think of to search for additional information about your topic? <input type="checkbox"/> Do you think someone else might have a different point of view? <input type="checkbox"/> What do you think your readers will learn after they have read your report? <input type="checkbox"/> How will you organize your information? <input type="checkbox"/> How will you keep track of the sources you will use?		<div style="text-align: center;"><b>Vocabulary</b></div> <ul style="list-style-type: none"> <li><input type="checkbox"/> aspects</li> <li><input type="checkbox"/> topics</li> <li><input type="checkbox"/> research</li> <li><input type="checkbox"/> project</li> <li><input type="checkbox"/> investigation</li> <li><input type="checkbox"/> sources</li> <li><input type="checkbox"/> primary sources</li> <li><input type="checkbox"/> perspective</li> <li><input type="checkbox"/> cite</li> </ul>
<b>W3.7:</b> Conduct short research projects that build knowledge about a topic.	<b>W 5.7:</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>W 4.8</b>	<p><b>Standard:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <u>paraphrase</u>, and categorize information, and provide a list of sources.</p>	<p><b>Anchor:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I recall and organize information accurately?</li> <li><input type="checkbox"/> How can I collect and organize information accurately?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify relevant information from a passage.</li> <li><input type="checkbox"/> Recall and gather relevant information from experience.</li> <li><input type="checkbox"/> Take notes. Provide source list.</li> <li><input type="checkbox"/> Gather relevant information from print and digital sources.</li> <li><input type="checkbox"/> Categorize information.</li> <li><input type="checkbox"/> Distinguish between relevant and irrelevant information.</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> list</li> <li><input type="checkbox"/> sources</li> <li><input type="checkbox"/> bibliography</li> <li><input type="checkbox"/> cite</li> <li><input type="checkbox"/> relevant</li> <li><input type="checkbox"/> on topic</li> <li><input type="checkbox"/> digital sources</li> <li><input type="checkbox"/> encyclopedia</li> <li><input type="checkbox"/> note-taking</li> <li><input type="checkbox"/> paraphrasing</li> <li><input type="checkbox"/> quoting/quotation</li> <li><input type="checkbox"/> recall</li> <li><input type="checkbox"/> Internet search</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Take notes.</li> <li>● Organize their information into categories.</li> <li>● List the sources they used</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask yourself, “How does this support my topic?”</li> <li><input type="checkbox"/> Is this information important to your research?</li> <li><input type="checkbox"/> How will you include this information in your report?</li> <li><input type="checkbox"/> How will you keep track of the information that you have looked at and the information that you have used?</li> <li><input type="checkbox"/> Where can you get information on how to cite the sources you used?</li> <li><input type="checkbox"/> Can you say that using your own words?</li> <li><input type="checkbox"/> Can you use an organizer to help you group your ideas?</li> <li><input type="checkbox"/> What do you need to do if you are using the author’s words?</li> <li><input type="checkbox"/> How will you keep your notes organized?</li> </ul>			
<p><b>W3.8:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>		<p><b>W 5.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	

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<b>W 4.9</b>	<p><b>Standard:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b>Anchor:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Essential Question(s)</b></p> <p><input type="checkbox"/> How can I use evidence to support my purpose?</p>		<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities for students to draw evidence from literary and informational texts to support analysis, reflection and research.</li> <li>● Review story elements, main ideas, key details, and author’s point of view.</li> </ul>
<p><b>Essential Skills</b></p> <p><input type="checkbox"/> Identify key ideas and details as evidence to support conclusions.</p> <p><input type="checkbox"/> Analyze key ideas and details as evidence of understanding text.</p>		
<p><b>Questions Stems</b></p> <p><input type="checkbox"/> What topic did you chose to research?</p> <p><input type="checkbox"/> What are some possible sources you might use?</p> <p><input type="checkbox"/> What evidence does the author use to support the points being made in the text?</p> <p><input type="checkbox"/> How will you support the points you are trying to make?</p> <p><input type="checkbox"/> Which details can you add that will make your writing stronger?</p> <p><input type="checkbox"/> Have you considered sources that have different points of view?</p> <p><input type="checkbox"/> Did you use at least ___different sources or evidence?</p> <p><input type="checkbox"/> What caused you to think or believe that?</p> <p><input type="checkbox"/> Do you share the view of the author? Why or why not?</p>		
<p><b>W3.9: N/A</b></p>		<p><b>W 5.9:</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>



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<b>W 4.10</b>	<b>Standard:</b> Write routinely over extended time frames ( <i>time for research, reflection, and revision</i> ) and shorter time frames ( <i>a single sitting or a day or two</i> ) for a range of discipline-specific tasks, purposes, and audiences.	<b>Anchor:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Essential Question(s)</b> <input type="checkbox"/> Why is it important to write regularly? <input type="checkbox"/> Why is it important to adopt the routine of research, reflection, and revision? <input type="checkbox"/> Why is it important to write for different reasons and different audiences?		<b>Vocabulary</b> <input type="checkbox"/> research <input type="checkbox"/> reflection <input type="checkbox"/> revis <input type="checkbox"/> proofread <input type="checkbox"/> allowed/permitted <input type="checkbox"/> history <input type="checkbox"/> social sciences <input type="checkbox"/> audience
<b>Essential Skills</b> <input type="checkbox"/> Identify the various purposes for writing. <input type="checkbox"/> Identify and understand the various organizational structures as related to different genres or purposes of writing. <input type="checkbox"/> Determine when to write for short or extended time frames. <input type="checkbox"/> Determine the appropriate organizational structure for specific audiences and purposes. <input type="checkbox"/> Write for various purposes and to various audiences for short or extended time frames. <input type="checkbox"/> Write for a range of discipline-specific tasks, purposes, and audiences.		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Provide a journal for reflections and brainstorming.</li> <li>● Provide regular opportunities to write for extended periods of time during writer's workshop.</li> <li>● Provide opportunities to write for a range of discipline specific tasks, purposes and audiences.</li> </ul>
<b>Questions Stems</b> <input type="checkbox"/> You will have ___minutes to write about ... <input type="checkbox"/> Don't forget to take a few minutes to plan your writing <input type="checkbox"/> You need to include at least ___sources. <input type="checkbox"/> Use your proofreading checklist when you are editing and revising <input type="checkbox"/> Re-read your writing or ask a peer to read it to see if there are additions you need to make <input type="checkbox"/> Your research paper must be at least ___pages long. <input type="checkbox"/> Think about whom your audience is and why you are writing as you plan your paper.		
<b>W3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W 5.10:</b> Write routinely over extended time frames ( <i>time for research, reflection, and revision</i> ) and shorter time frames ( <i>a single sitting or a day or two</i> ) for a range of discipline-specific tasks, purposes, and audiences.	

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<b>SL 4.1</b>	<p><b>Standard:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol>	<p><b>Anchor:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are my conversation skills dependent on the makeup of the group?</li> <li><input type="checkbox"/> What contributions can I make to the conversation when I'm prepared and engaged?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify key ideas from reading material.</li> <li><input type="checkbox"/> Relate information read to discussion topics.</li> <li><input type="checkbox"/> Engage in discussions by sharing knowledge.</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> discussion</li> <li><input type="checkbox"/> conversation</li> <li><input type="checkbox"/> group work</li> <li><input type="checkbox"/> understanding</li> <li><input type="checkbox"/> light</li> <li><input type="checkbox"/> role</li> <li><input type="checkbox"/> clarify</li> <li><input type="checkbox"/> link</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to interact with partners and groups by varying the instructional delivery of the curriculum.</li> <li>• Create anchor charts that detail expectations.</li> <li>• Create sentence strips to use as prompts for questions and clarifying. (e.g. "I heard you say...")</li> <li>• Question/Sentence Stems: _____, did I get that right?").</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does everyone understand what their role is for completing the task?</li> <li><input type="checkbox"/> Be prepared to ask several questions that you can discuss with your group or partner.</li> <li><input type="checkbox"/> Be sure that everyone in the group has a chance to add their opinion.</li> <li><input type="checkbox"/> In light of what has already been said, what are your ideas about this ...</li> <li><input type="checkbox"/> What words can you use to link your ideas to the ideas that we have already talked about?</li> <li><input type="checkbox"/> Be prepared to explain your ideas and what you new understanding you have.</li> <li><input type="checkbox"/> Can you show the group where you are getting your information?</li> </ul>			
<p><b>SL 3.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ol>	<p><b>SL 5.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol>		

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<b>SL 4.2</b>	<b>Standard:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Anchor:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Essential Question(s)</b> <input type="checkbox"/> How do I retell what is important when listening to and/or watching a presentation?		<b>Key Strategies</b> <ul style="list-style-type: none"> <li>● Provide various opportunities for students to tell in their own words, what they hear or saw presented.</li> </ul>
<b>Essential Skills</b> <input type="checkbox"/> Paraphrase textual information presented orally from a variety of media formats.	<b>Vocabulary</b> <input type="checkbox"/> diverse <input type="checkbox"/> media <input type="checkbox"/> orally <input type="checkbox"/> portion <input type="checkbox"/> quantitatively <input type="checkbox"/> formats <input type="checkbox"/> charts <input type="checkbox"/> graphs <input type="checkbox"/> video <input type="checkbox"/> graphics	
<b>Questions Stems</b> <input type="checkbox"/> Summarize what you saw. <input type="checkbox"/> Share the main idea with you partner. <input type="checkbox"/> How did you decide that these were key details? <input type="checkbox"/> Tell your group, what information the author represented by using the graph/chart. <input type="checkbox"/> Using your own words, what were the main ideas presented in the video? <input type="checkbox"/> What media did the author use to present his/her ideas? Why do you think the author chose to present his/her ideas this way? <input type="checkbox"/> What portion of the text, made you think that?		
<b>SL 3.2:</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>SL 5.2:</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

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<b>SL 4.3</b>	<p><b>Standard:</b> Identify the reasons and evidence a speaker <u>or media source</u> provides to support particular points.</p>	<p><b>Anchor:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I decide the speaker supported what he/she said?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify speaker's points.</li> <li><input type="checkbox"/> Identify the reasons and evidence that support the speaker's points.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> media</li> <li><input type="checkbox"/> reasons</li> <li><input type="checkbox"/> speaker</li> <li><input type="checkbox"/> support</li> <li><input type="checkbox"/> evidence</li> <li><input type="checkbox"/> points</li> <li><input type="checkbox"/> opinion</li> <li><input type="checkbox"/> conclusions</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Using text exemplars, demonstrate that a reason for an opinion may not be directly supported by evidence (examples, facts, images, explanations) and may need to be inferred, whereas the evidence can be directly identified.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is the speaker trying to make these particular points?</li> <li><input type="checkbox"/> What is this (media) trying to tell you?</li> <li><input type="checkbox"/> What reasons does the speaker give that support his points?</li> <li><input type="checkbox"/> Do you believe what the speaker is saying? Why?</li> <li><input type="checkbox"/> What reasons made you agree/ disagree with what you heard or saw?</li> <li><input type="checkbox"/> Based on what you saw or heard what conclusions did you come up with?</li> </ul>		
<p><b>SL 3.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		<p><b>SL 5.3:</b> Summarize the points a speaker <u>or media source</u> makes and explain how each claim is supported by reasons and evidence, <u>and identify and analyze any logical fallacies.</u></p>

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<b>SL 4.4</b>	<p><b>Standard:</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</p>	<p><b>Anchor:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the way I organize my presentation affect how my audience hears and understands the message?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know strategies for organizing a presentation such as brainstorming, the use of graphic organizers, or thinking maps</li> <li><input type="checkbox"/> Use structures for organizing presentations such as chronologically, problem/solution, cause and effect, before and after</li> <li><input type="checkbox"/> Recall an experience that is memorable using relevant, descriptive details.</li> <li><input type="checkbox"/> Plan carefully so that your presentation includes relevant details and clear context</li> <li><input type="checkbox"/> When presenting use a clear, understandable voice and an appropriate pace</li> <li><input type="checkbox"/> Good presentation skills include speaking clearly, with good pacing and making eye contact</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recount</li> <li><input type="checkbox"/> relates</li> <li><input type="checkbox"/> recollections</li> <li><input type="checkbox"/> insights</li> <li><input type="checkbox"/> clear</li> <li><input type="checkbox"/> appropriate</li> <li><input type="checkbox"/> relevant</li> <li><input type="checkbox"/> pace</li> <li><input type="checkbox"/> descriptive</li> <li><input type="checkbox"/> rubric</li> <li><input type="checkbox"/> theme</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities for projects, both short and more in-depth. Require students to present their findings in formal and informal ways.</li> <li>● Provide the rest of the class with rubrics or another evaluation tool to give students the opportunity to critique each other and give each speaker feedback.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What topic will you be writing about in your report?</li> <li><input type="checkbox"/> After studying___your group will write a report and make a presentation.</li> <li><input type="checkbox"/> Have you included all the key details your reader needs to know about___?</li> <li><input type="checkbox"/> How will you organize your information? Sequentially? Cause and Effect?</li> <li><input type="checkbox"/> Which graphic organizer can you use to help you organize your story?</li> <li><input type="checkbox"/> Have you included all the details that make your experience memorable?</li> <li><input type="checkbox"/> Are you including sensory information to help your audience understand your story?</li> <li><input type="checkbox"/> Remember to speak slowly and clearly so that everyone can hear you.</li> <li><input type="checkbox"/> When you are going over your presentation be sure to use the speaking and listening rubric.</li> <li><input type="checkbox"/> How will you make sure that what you will say is relevant to your main idea?</li> <li><input type="checkbox"/> What is the theme of your story?</li> </ul>			
<p><b>SL 3.4:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</p>	<p><b>SL 5.4:</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.</p> <p>b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</p>		

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<b>SL 4.5</b>	<p><b>Standard:</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Anchor:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use audio recordings and visual displays to make my presentation more engaging for the audience?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify main idea. Identify theme.</li> <li><input type="checkbox"/> Determine when to enhance main idea or theme in audio.</li> <li><input type="checkbox"/> Add audio recordings to enhance the main idea or theme.</li> <li><input type="checkbox"/> Add visual displays to enhance the main idea or theme.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> enhance</li> <li><input type="checkbox"/> presentation</li> <li><input type="checkbox"/> display</li> <li><input type="checkbox"/> visually</li> <li><input type="checkbox"/> theme</li> <li><input type="checkbox"/> audio recordings</li> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> ClipArt</li> <li><input type="checkbox"/> appropriate</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can you add a graphic that will help others understand your ideas?</li> <li><input type="checkbox"/> How will you present your information? Will you use a storyboard or PowerPoint?</li> <li><input type="checkbox"/> Can you add a legend to your chart that will help the reader?</li> <li><input type="checkbox"/> Can you add sound or video clips to your PowerPoint presentation?</li> <li><input type="checkbox"/> Can you insert Clipart or a picture to strengthen the details in your report?</li> <li><input type="checkbox"/> What information can be displayed visually to enhance the theme or main idea?</li> <li><input type="checkbox"/> Be sure to use graphics that are appropriate to your grade level and topic.</li> </ul>		<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Specifically teach and model adding audio recordings and using visual displays to enhance a presentation.</li> </ul>
<p><b>SL 3.5:</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>		<p><b>SL 5.5:</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

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<b>SL 4.6</b>	<p><b>Standard:</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>	<p><b>Anchor:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why do I need to think about the audience and purpose each time I speak?</li> <li><input type="checkbox"/> How do I decide when to use formal or informal English when speaking?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify audience, task, or situation.</li> <li><input type="checkbox"/> Identify characteristics of formal and informal speaking.</li> <li><input type="checkbox"/> Distinguish between formal and informal speech.</li> <li><input type="checkbox"/> Analyze situation to determine appropriate speech use.</li> <li><input type="checkbox"/> Speak using formal English when appropriate.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> contexts</li> <li><input type="checkbox"/> formal</li> <li><input type="checkbox"/> informal</li> <li><input type="checkbox"/> speech styles</li> <li><input type="checkbox"/> discourse</li> <li><input type="checkbox"/> situations</li> <li><input type="checkbox"/> times</li> <li><input type="checkbox"/> Standard English</li> <li><input type="checkbox"/> conventions</li> <li><input type="checkbox"/> grammar</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Use teachable moments in the classroom to reach this standard (e.g., when a child addresses you inappropriately or when the principal comes in).</li> <li>● Role play various registers of formal and informal speech (e.g., you use different styles of speaking with different audiences: with a baby, with your friends, with your teacher, with the principal).</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Who is your audience?</li> <li><input type="checkbox"/> Will you need to use formal or informal English?</li> <li><input type="checkbox"/> Is this a situation when you are talking to friends and family, or are you making a presentation?</li> <li><input type="checkbox"/> Use complete sentences when you are responding to questions about the topic.</li> <li><input type="checkbox"/> Are you using specific vocabulary that is important to the topic you will be talking about?</li> <li><input type="checkbox"/> Are you observing the rules for speaking?</li> <li><input type="checkbox"/> As you are presenting your ideas, remember to use the Standard English rules for grammar and punctuation.</li> <li><input type="checkbox"/> Are you speaking clearly enough so that your audience can understand you?</li> </ul>			
<p><b>SL 3.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		<p><b>SL 5.6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>L 4.1</b>	<p><b>Standard:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (where, when, why).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li> </ol>	<p><b>Anchor:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important for me to know and follow the rules of standard English grammar when I write or speak?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know the rules that govern grammar usage such as             <ul style="list-style-type: none"> <li><input type="checkbox"/> when to use modal verbs to express conditions</li> <li><input type="checkbox"/> the order of adjectives in a sentence</li> <li><input type="checkbox"/> how to form prepositional phrases.</li> <li><input type="checkbox"/> how to form complete sentences</li> <li><input type="checkbox"/> recognize and correct sentence fragments</li> <li><input type="checkbox"/> recognize and correct run-on sentences</li> </ul> </li> <li><input type="checkbox"/> Understand that an action that is in progress can usually be expressed as an <b>ing</b> verb</li> <li><input type="checkbox"/> Understand that some words are tricky and can be used incorrectly</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> command</li> <li><input type="checkbox"/> run-ons</li> <li><input type="checkbox"/> fragments</li> <li><input type="checkbox"/> standard English</li> <li><input type="checkbox"/> grammar</li> <li><input type="checkbox"/> relative pronouns</li> <li><input type="checkbox"/> progressive verb tense</li> <li><input type="checkbox"/> legibly</li> <li><input type="checkbox"/> italics</li> <li><input type="checkbox"/> modal</li> <li><input type="checkbox"/> conventional sentence patterns</li> <li><input type="checkbox"/> interrogative relative pronouns</li> <li><input type="checkbox"/> relative adverbs</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Employ effective writing and listening skills.</li> <li>• Utilize the word wall with high frequency words.</li> <li>• Teach vocabulary of conventions of writing (e.g. progressive verb tenses, adjectives, prepositional phrases, pronouns, adverbs, adjectives).</li> <li>• Teach grammar and usage within authentic writing.</li> </ul> <p style="font-size: small;">*This is a skill that will require continued attention as the student continues through the grades, do not expect mastery.</p>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does that sound/look right? Read what you wrote slowly? Did you write what you just said?</li> <li><input type="checkbox"/> Listen as I read what you wrote. Did that sound right?</li> <li><input type="checkbox"/> Is there another way to write that word that would be better to use here?</li> <li><input type="checkbox"/> Can you think of a homograph that might fit here?</li> <li><input type="checkbox"/> Could you write that so that I can read it?</li> <li><input type="checkbox"/> What is this sentence missing? Did you tell who did what?</li> <li><input type="checkbox"/> Is that a complete sentence or is it a run-on?</li> <li><input type="checkbox"/> Ask your partner to read your writing and tell you if it is legible.</li> <li><input type="checkbox"/> Working with a partner, use the words, <b>who, whose, whom, which,</b> and <b>that</b> in a question.</li> </ul>		



## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

- L 3.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - b. Use reciprocal pronouns correctly
  - c. Form and use regular and irregular plural nouns.
  - d. Use abstract nouns (e.g., childhood)
  - e. Form and use regular and irregular verbs.
  - f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - g. Ensure subject-verb and pronoun antecedent agreement.\*
  - i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - j. Use coordinating and subordinating conjunctions.
  - k. Produce simple, compound, and complex sentences.

- L 5.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.\*
  - e. Use correlative conjunctions (e.g., either/or, neither/nor).

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>L 4.2</b>	<p><b>Standard:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	<p><b>Anchor:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important for me to know and follow the rules of standard English mechanics for writing?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply correct capitalization and punctuation in writing.</li> <li><input type="checkbox"/> Use commas and quotation marks in dialogue.</li> <li><input type="checkbox"/> Apply correct spelling in writing. Know coordinating conjunctions.</li> <li><input type="checkbox"/> Know that coordinating conjunctions connect two or more independent clauses.</li> <li><input type="checkbox"/> Use commas before a coordinating conjunction in a compound sentence.</li> <li><input type="checkbox"/> Apply correct spelling in writing. Know coordinating conjunctions.</li> <li><input type="checkbox"/> Know that coordinating conjunctions connect two or more independent clauses.</li> <li><input type="checkbox"/> Use commas before a coordinating conjunction in a compound sentence.</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> quote</li> <li><input type="checkbox"/> capitalize</li> <li><input type="checkbox"/> dialogue</li> <li><input type="checkbox"/> direct speech</li> <li><input type="checkbox"/> comma</li> <li><input type="checkbox"/> conjunction</li> <li><input type="checkbox"/> coordinating conjunction</li> <li><input type="checkbox"/> simple sentence</li> <li><input type="checkbox"/> compound sentence</li> <li><input type="checkbox"/> affixes</li> <li><input type="checkbox"/> roots</li> <li><input type="checkbox"/> appropriate</li> <li><input type="checkbox"/> dictionary</li> <li><input type="checkbox"/> generalizations</li> <li><input type="checkbox"/> analogy</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Teach dictionary and digital media skills.</li> <li>• Practice the use of quotation marks, commas, capitalization, punctuation and spelling within authentic writing.</li> <li>• Teach conventions of Standard English within authentic writing.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Remember to use correct grammar when you are speaking or writing.</li> <li><input type="checkbox"/> What are some strategies you can use to help you write correctly?</li> <li><input type="checkbox"/> What is the correct way to write the underlined part of the sentence?</li> <li><input type="checkbox"/> Which sentence is written correctly? How should this be punctuated?</li> <li><input type="checkbox"/> How should this be written to show that someone is talking?</li> <li><input type="checkbox"/> There are errors in this sentence, which words should be capitalized?</li> <li><input type="checkbox"/> Do you know another word like that? Where can you go to find out how to spell a word?</li> </ul>			
<p><b>L 3.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check correct spellings.</li> </ol>		<p><b>L 5.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>L 4.3</b>	<p><b>Standard:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> <li>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).</li> </ol>	<p><b>Anchor:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I convey my ideas effectively through word choice and punctuation?</li> <li><input type="checkbox"/> How does my language change based on the situation and audience?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and apply knowledge of language conventions for writing, speaking, reading, and listening.</li> <li><input type="checkbox"/> Choose words and phrases precisely when speaking.</li> <li><input type="checkbox"/> Recognize types of punctuation.</li> <li><input type="checkbox"/> Identify and choose punctuation that creates effect.</li> <li><input type="checkbox"/> Recognize differentiate between contexts that call for formal English and informal discourse.</li> <li><input type="checkbox"/> Use knowledge of language when speaking.</li> </ul>		<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> convey</li> <li><input type="checkbox"/> precision</li> <li><input type="checkbox"/> precise</li> <li><input type="checkbox"/> differentiate</li> <li><input type="checkbox"/> effect</li> <li><input type="checkbox"/> formal</li> <li><input type="checkbox"/> informal</li> <li><input type="checkbox"/> discourse</li> <li><input type="checkbox"/> shades of meaning</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model how to proofread writing.</li> <li>● Model to actively listen.</li> <li>● Model how to write formal and informally.</li> <li>● Provide opportunities to work in small groups or with partners to practice presentations.</li> <li>● Provide opportunities to write formally and informally.</li> <li>● Use punctuation effectively when reading and writing.</li> <li>● Provide opportunities to practice using precise language when speaking and writing.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have you proofread your writing?</li> <li><input type="checkbox"/> Have you determined the purpose for your speech/writing/presentation?</li> <li><input type="checkbox"/> Have you determined who will be your audience?</li> <li><input type="checkbox"/> Is the tone or discourse style appropriate to your audience?</li> <li><input type="checkbox"/> Have you followed the rules of punctuation and grammar?</li> <li><input type="checkbox"/> Did you practice your presentation with your group and did they provide you with feedback?</li> <li><input type="checkbox"/> Did you use a thesaurus to locate other ways to say____?</li> <li><input type="checkbox"/> Did you use quotes, questions, or exclamations to add emphasis to your writing/presentation?</li> <li><input type="checkbox"/> In your discussion with your group, did you talk about using precise language to convey your ideas? How did you check for this language?</li> </ul>		<p>* This is a skill that will require continued attention as the student continues through the grades, do not expect mastery.</p>	
<p><b>L 3.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ol>	<p><b>L 5.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ol>		

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>L 4.4</b>	<p><b>Standard:</b> Determine or clarify the meaning of unknown and multiple-meaning words and pd on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases and to identify alternate word choices in all content areas.</li> </ol>	<p><b>Anchor:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I know which strategy to use to make meaning of words or phrases I don't ?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify common context clues and determine the meaning of words by examining a text.</li> <li><input type="checkbox"/> Choose from a range of vocabulary strategies to determine a word's meaning.</li> <li><input type="checkbox"/> Use reference materials to find pronunciation and determine the meaning of key words</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reference materials</li> <li><input type="checkbox"/> definitions</li> <li><input type="checkbox"/> restatements</li> <li><input type="checkbox"/> phrase</li> <li><input type="checkbox"/> affixes</li> <li><input type="checkbox"/> clues</li> <li><input type="checkbox"/> precise</li> <li><input type="checkbox"/> clarify</li> <li><input type="checkbox"/> multiple-meaning words</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Model strategies for teaching unknown words (context clues, using affixes, reference (materials including digital, glossary, etc...)).</li> <li>● Differentiate between a root and a base word. Use the word &lt;root&gt; to denote the historical sense of the word. Use the word &lt;base&gt; to denote the part of the word that carries the core meaning of the word.</li> <li>● See Table 2 of this article for more clarification: <a href="http://files.realspellers.org/PetesFolder/Articles/Bowers_s_Cooke_Morphology.pdf">http://files.realspellers.org/PetesFolder/Articles/Bowers_s_Cooke_Morphology.pdf</a> .</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What strategies have you tried to help you figure out what this word means?</li> <li><input type="checkbox"/> Have you tried looking in the dictionary or glossary to help you figure out that word's meaning?</li> <li><input type="checkbox"/> Have you read the sentences around the word to help you determine what the word means?</li> <li><input type="checkbox"/> Can you go online and search for the meaning of the word?</li> <li><input type="checkbox"/> Are there any prefixes or suffixes that you can use to help you determine the meaning of the word?</li> <li><input type="checkbox"/> Can you find a root or base word in that word that might provide a clue to what that word means?</li> <li><input type="checkbox"/> Are there other words you can use instead of____?</li> <li><input type="checkbox"/> Did you check the thesaurus for other ways you can say/write____?</li> </ul>			
<p><b>L 3.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable /disagreeable, comfortable /uncomfortable, care/careless, heat/preheat).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases in all content areas.</li> </ol>		<p><b>L 5.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases and to identify alternate word choices in all content areas.</li> </ol>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>L 4.5</b>	<p><b>Standard:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</li> </ol>	<p><b>Anchor:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I show I know how to use words accurately and effectively?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and define simple similes and metaphors, common idioms, adages, and proverbs in text.</li> <li><input type="checkbox"/> Explain and distinguish between the meaning of simple similes and metaphors in context.</li> <li><input type="checkbox"/> Explain the meaning of common idioms, adages, and proverbs.</li> <li><input type="checkbox"/> Identify and distinguish between synonyms and antonyms.</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> shades of meaning</li> <li><input type="checkbox"/> literal meaning</li> <li><input type="checkbox"/> non-literal meaning</li> <li><input type="checkbox"/> context</li> <li><input type="checkbox"/> purpose</li> <li><input type="checkbox"/> describe</li> <li><input type="checkbox"/> meaning</li> </ul>	<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>● Demonstrate examples of figurative language in mentor text.</li> <li>● Provide examples of figurative language within text.</li> <li>● Provide opportunities to use similes, metaphors, adages, proverbs, idioms within text.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the purpose of writing with “figurative” words or phrases?</li> <li><input type="checkbox"/> What is the literal meaning of this sentence?</li> <li><input type="checkbox"/> How might you compare those two objects?</li> <li><input type="checkbox"/> Without changing the meaning, what word could you add to make the sentence stronger?</li> <li><input type="checkbox"/> In what other context could this word be used?</li> </ul>		
<p><b>L 3.5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ol>	<p><b>L 5.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>	

## Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 4

<b>L 4.6</b>	<p><b>Standard:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p><b>Anchor:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What strategies will I use to learn and use words that are specific to the things I study?</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire grade appropriate general academic and domain-specific words.</li> <li><input type="checkbox"/> Know words that signal precise actions, emotions, and states of being.</li> <li><input type="checkbox"/> Know words that are basic to a particular topic.</li> <li><input type="checkbox"/> Use grade appropriate general academic and domain-specific words.</li> <li><input type="checkbox"/> Use words that signal precise actions, emotions, and states of being.</li> <li><input type="checkbox"/> Use words that are basic to a particular topic.</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> academic</li> <li><input type="checkbox"/> science</li> <li><input type="checkbox"/> scientific</li> <li><input type="checkbox"/> history</li> <li><input type="checkbox"/> historical</li> <li><input type="checkbox"/> math</li> <li><input type="checkbox"/> mathematical</li> <li><input type="checkbox"/> precise</li> <li><input type="checkbox"/> actions</li> <li><input type="checkbox"/> emotions</li> <li><input type="checkbox"/> shades of meaning</li> <li><input type="checkbox"/> topic</li> <li><input type="checkbox"/> general</li> <li><input type="checkbox"/> specific</li> </ul>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities to use grade level specific vocabulary in reading, writing, speaking and listening.</li> <li>• Utilize content specific vocabulary word wall</li> <li>• Teach how to use an organizational system to gather grade level academic and domain specific vocabulary words.</li> </ul>
<p><b>Questions Stems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What word would best describe____?</li> <li><input type="checkbox"/> What heading would best describe these words...?</li> <li><input type="checkbox"/> Can you restate that using more precise language?</li> <li><input type="checkbox"/> Why would the author use this word rather than that word?</li> <li><input type="checkbox"/> Have you discovered any new and interesting words?</li> <li><input type="checkbox"/> Have you used the thesaurus to find another way to say that?</li> </ul>			
<p><b>L 3.6</b> Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>		<p><b>L 5.6 :</b> Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	