

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 4th Grade

#### RL.4.1

**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

#### CCR Anchor Standard:

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.

#### Essential Understanding

- Demonstrate comprehension
- Draw conclusions
- Refer to examples and details to support literal, inferential, and evaluative conclusions
- Analyze the text

#### Extended Understanding

- Use text features and structures to organize content
- Ask clarifying questions

#### Academic Vocabulary

- Analyze/Analysis
- Cite/Reference
- Infer/inference\*
- Evidence
- Details
- Explain
- Source
- Evaluate
- Refer

#### Content Elaborations

Readers provide textual evidence when making inferences, determining theme(s), summarizing text, and describing literary elements. Close reading of a text allows students to use the details from the text to develop inferences and construct meaning in order to summarize and describe textual elements. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries. When readers fill in information that the author has left unsaid, they draw inferences (logically drawn conclusions). See the [Determining a Theme Guidance](#) for more information about this skill.

#### Next Grade Level Progression Statement

In the next grade, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another. Students are expected to identify how characters respond to challenges or a speaker in a poem reflects on a topic.

## Question Ideas

- Use examples of textual evidence to show why the author wrote this.
  - Refer to three pieces of textual evidence that most thoroughly support the main idea?
  - Which of the following quotes would most strongly support the theme?
  - What conclusion can you draw from the text?
- Give an example of an inference you can make from the story, support it with evidence from the text.
  - Use three pieces of text to strongly prove\_\_\_\_\_.
  - What is the best evidence that can be found in the text to show \_\_\_\_\_.
  - After reading \_\_\_\_\_, support the main idea of the passage by listing the strongest piece of textual evidence.

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *"The Secret Garden"* by explicitly referring to details and examples from the text.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Talking Head Activity**

Students will demonstrate their inferences about the main character by creating a characterization poster of the main character. The poster illustrates the thoughts that the character may be considering as it relates to the conflict that he faces in the story. This also could be done by creating a meme or animation on a free animation website.

#### **Resources: Close Reading Strategy Guides**

Close reading is a recommended instructional approach to meet the challenges of teaching complex texts. This guide helps teachers implement this strategy at an elementary level. One way to structure close reading questioning is to use the format laid out by the [Institute for Learning of the University of Pittsburgh](http://www.learntogether.org/). Under their framework, students read the text selection four times: first, to get the gist; second, to find significant moments or ideas; third, to interpret the ideas in the text; and finally, to analyze the author's methods (craft). <http://blog.leeandlow.com/2012/12/10/what-does-close-reading-look-like-in-fourth-grade/>

#### **RL.3.1 (Prior Grade Standard)**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### **RL.5.1 (Future Grade Standard)**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 4th Grade

#### RL.4.2

#### Analyze literary text development.

#### CCR Anchor Standard:

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

#### Essential Understanding from the Standard

- a. Determine a theme of a story, drama, or poem from details in the text.
- b. Summarize the text, incorporating a theme determined from details in the text.

#### Extended Understanding

- Types and uses of details, literary elements, and figurative language

#### Academic Vocabulary

- Analyze
- Central Idea
- Central Message
- Convey
- Details
- Determine
- Fact
- Summarize\*/Summary
- Theme

#### Content Elaborations

Readers provide textual evidence when making inferences, determining theme(s), summarizing text, and describing literary elements. Close reading of a text allows students to use the details from the text to develop inferences and construct meaning in order to summarize and describe textual elements. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries. When readers fill in information that the author has left unsaid, they draw inferences (logically drawn conclusions). See the [Determining a Theme Guidance](#) for more information about this skill.

#### Next Grade Level Progression Statement

In the next grade, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another. Students are expected to identify how characters respond to challenges or a speaker in a poem reflects on a topic.

## Question Ideas

- What textual evidence supports the central idea or theme?
- What is the topic of the passage?
- When you analyze the text, what details do you find that support the theme?
- What was the central idea in the story?
- What does \_\_\_\_\_ represent in the story? Which of the following best captures the theme?
- How does the textual evidence support \_\_\_ as the theme or central idea?

## Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students summarize the plot of by Kate DiCamillo's *Because of Winn-Dixie* and then reflect on the challenges facing the characters in the story while employing those and other details in the text to discuss the theme of the story.

## Ohio's Model Curriculum Instructional Supports

### Strategies: Becoming a Journalist

Teach the four W's and an H (who, what, when, where, why, and how) as a way to simplify summarization. Ask students to answer each of the questions based on what they have read. Once the five questions are answered, have them reduce their answers to a single sentence to produce a concise summary. To scaffold this activity, the teacher can provide short newspaper articles as examples to work through as a class.

### Resources: Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, [Teaching Theme the Metacognitive Way](#).

### **RL.3.2 (Prior Grade Standard)**

Analyze literary text development.

- a. Determine a theme and explain how it is conveyed through key details in the text.
- b. Retell stories, including fables, folktales, and myths from diverse cultures.

### **RL.5.2 (Future Grade Standard)**

Analyze literary text development.

- a. 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.
- b. Summarize the text, incorporating a theme determined from details in the text.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 4th Grade

#### **RL.4.3**

**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**

#### **CCR Anchor Standard:**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Essential Understanding**

- Describe a plot line
- Describe how characters respond and change as the plot moves forward
- Sequence a series of episodes in a story or drama
- Identify plot elements
- Describe characterization

#### **Extended Understanding**

- Types of plots and characters
- Literary terms for plot elements and characterization

#### **Academic Vocabulary**

- Problem
- Solution/Resolution
- Characters/Characterization/Characteristics/Character
- Motives
- Climax
- Conflict
- Events
- Plot
- Cause
- Effect

#### **Content Elaborations**

Readers provide textual evidence when making inferences, determining theme(s), summarizing text, and describing literary elements. Close reading of a text allows students to use the details from the text to develop inferences and construct meaning in order to summarize and describe textual elements. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries. When readers fill in information that the author has left unsaid, they draw inferences (logically drawn conclusions). See the [Determining a Theme Guidance](#) for more information about this skill.

#### **Next Grade Level Progression Statement**

In the next grade, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another. Students are expected to identify how characters respond to challenges or a speaker in a poem reflects on a topic.

## Question Ideas

- How would you sequence the events in the story or drama?
- How did a character evolve with the plot of the story or drama?
- How does the plot unfold?
- Can you label the plot line of the story or drama?
- Describe the problem and solution of the story or drama.
- When and how did the character change?
- What was the character's reaction to the event in paragraph \_\_\_?
- If that event had been left out of the plot, would the character have remained static?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students read Natalie Babbitt's "*Tuck Everlasting*" and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Experts Share Expertise**

Students can work in small groups and become "EXPERTS" on one literary element of the text. Students will then give class presentations on their group's "EXPERTISE." To enhance this strategy with the use of technology these expert groups could use Kahoot to create a pre- and post-assessment.

#### **Resources: Close Reading Strategy Guides**

Close reading is a recommended instructional approach to meet the challenges of teaching complex texts. This guide helps teachers implement this strategy at an elementary level. One way to structure close reading questioning is to use the format laid out by the [Institute for Learning of the University of Pittsburgh](http://www.learntogether.org/). Under their framework, students read the text selection four times: first, to get the gist; second, to find significant moments or ideas; third, to interpret the ideas in the text; and finally, to analyze the author's methods (craft). <http://blog.leeandlow.com/2012/12/10/what-does-close-reading-look-like-in-fourth-grade/>

#### **RL.3.3 (Prior Grade Standard)**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### **RL.5.3 (Future Grade Standard)**

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

## English Language Arts- Reading Literature

### 4th Grade

#### **RL.4.4**

**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**

#### **Essential Understanding**

- Interpret words and phrases
- Identify and analyze figurative language
- Identify and analyze tone
- Understand how word choice (diction) and figurative language impact meaning and tone

#### **Academic Vocabulary**

- Analyze
- Mythology
- Point of View
- Determine
- Figurative Language
- Phrases
- Tone

#### **CCR Anchor Standard:**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

#### **Extended Understanding**

- Identify and analyze above-grade-level figurative language and vocabulary

#### **Content Elaborations**

Readers study the way words enhance the quality of literary text. Readers will understand what references (e.g. Herculean effort refers to strength, Pandora's box refers to trouble, Nemesis refers to a rival, Achilles' heel refers to weakness, or carrying the world on one's shoulders like Atlas, etc.) from mythology are saying about the story.

Note: A common misconception for this standard is that it requires the teaching of mythology. RL4.4 is referring to the meaning of the words or phrases that are associated with mythology. Understanding that the phrase 'Achilles heel' means a weakness does not require that students read about Achilles, simply that they learn the meaning of the word and that it originated in a myth from long ago.

#### **Next Grade Level Progression Statement**

In the next grade, students are expected to analyze the ways authors use figurative language to impact meaning. Students explain how parts of a text contribute to the overall meaning and explain how point of view and perspective influence how events are described.

## Question Ideas

- What does the word/phrase \_\_ mean in this selection?
- Is there a feeling or emotion associated with the word \_\_\_\_?
- Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?
- Which of the following synonyms is closest in meaning to the word \_\_?
- What word(s) could you use to replace \_\_ in order to shift the tone?
- What is the tone of the passage? Use the text to support your choice for author's tone.
- How did the author use word (diction) choice to impact meaning?
- How did the author use word choice (diction) to impact tone?
- What kind of figurative language is being used in paragraph \_\_\_\_? How does it affect the meaning of the passage?

## Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students determine the meaning of the simile in William Blake's "*The Echoing Green*" and discuss how the author's word choice impact the meaning and tone of the poem.

## Ohio's Model Curriculum Instructional Supports

### Strategies: Academic Word Finder Tool

The [Academic Word Finder](#) is simple to use:

- Copy the text you want to analyze. (We recommend starting with 1-3 paragraphs.)
- Paste that text into the open box on the homepage
- Select the grade level
- Click submit
- Enter the details of your search for your reference – your search is automatically saved!
- View all of the words in order of appearance in the text. You can change this view to see the words on, above, or below grade level. You can also filter to see the words alphabetically.
- Print, export, or email the list.

#### **How to use the list:**

- Students create pictures to show the meaning of the word
- Encourage students to use the word in context, either in speaking or writing
- Create a list of synonyms and antonyms
- Develop a student dictionary, for students to reference
- Display a word wall

### Resources: Vocabulary Games for the Classroom

Carleton, Lindsay, and Robert J. Marzano. *Vocabulary Games for the Classroom*. Bloomington, Ind: Marzano Research Laboratory, 2010 provides teachers with tools to increase academic vocabulary in their classrooms.

### **RL.3.4 (Prior Grade Standard)**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

### **RL.5.4 (Future Grade Standard)**

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 4th Grade

#### **RL.4.5**

**Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**

#### **CCR Anchor Standard:**

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.

#### **Essential Understanding**

- Understand text structures and their parts
- Understand how a theme, setting, or plot develops
- Understand and analyze how text structure contributes to the development of the theme, setting, or plot

#### **Extended Understanding**

- Close reading

#### **Academic Vocabulary**

- Analyze
- Particular
- Plot
- Scene
- Setting
- Stanza
- Text Structure
- Theme
- Verse\*
- Meter\*

#### **Content Elaborations**

Readers will use knowledge of text structures in poetry, drama and prose to communicate an understanding of the structural differences (e.g., students need to understand that an author might choose to convert a play with stage directions, scenes, lines, etc. into a fictional narrative, incorporating the appropriate literary elements to create paragraphs, describe the setting, determine points of view, etc.).

#### **Next Grade Level Progression Statement**

In the next grade, students are expected to analyze the ways authors use figurative language to impact meaning. Students explain how parts of a text contribute to the overall meaning and explain how point of view and perspective influence how events are described

## Question Ideas

- How does the theme, setting, or plot develop?
  - What words help the development of the theme, setting, or plot?
  - How does \_\_ contribute to the development of the theme, setting, or plot?
  - How does the sentence, chapter, scene, or stanza fit into the overall structure of \_\_\_\_\_?
- Why did the author choose to use a refrain in the poem?
  - How does the refrain affect the theme?
  - Analyze the text structure and explain why the author chose to write it this way.
  - How would leaving out this sentence, chapter, scene, or stanza change the meaning, structure, plot, theme of the work?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Categorizing Structural Elements**

Create a three-column chart. Label each column with a literary form (i.e., poetry, drama, narrative). Have students brainstorm the structural elements that are common to each. Encourage students to provide examples of each genre from their own reading to include on the chart. Post the chart and revisit it throughout the year to add or refine elements or to add other examples. Have students use the chart to classify pieces of literature and informational text that they read independently. The chart also can be used as a guide for setting up and running a student-led classroom library that is organized by genre. Students can create a library database using Excel to keep inventory of the texts.

#### **Resources: Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy**

Fountas, Irene C., and Gay S. Pinnell. *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, N.H: Heinemann, 2004 discusses building a classroom literacy community for students in grades 3-6 through word study, language, reading, and writing along with the visual and performing arts using a broad language/literacy framework. The book suggests research-based strategies for the intermediate student.

#### **RL.3.5 (Prior Grade Standard)**

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.

#### **RL.5.5 (Future Grade Standard)**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 4th Grade

#### **RL.4.6**

**Explain the differences in the point(s) of view in a text and different perspectives of the characters.**

#### **Essential Understanding**

- Identify the point of view
- Understand and explain how the point of view is developed by the narrator or speaker

#### **Extended Understanding**

- Types of points of view
- Close reading
- Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)

#### **Academic Vocabulary**

- Analyze
- Develop
- Narrator
- Point of View (first, second, third)
- Speaker
- Style

#### **CCR Anchor Standard:**

Assess how point of view, perspective, or purpose shapes the content and style of a text.

#### **Content Elaborations**

Readers will identify the literary point of view as first person (e.g., I, me, my) or third person (e.g., he, she, they), etc. Readers will be able to understand that characters in the same literary text may have different perspectives (e.g., "ways of looking at the same situation").

#### **Next Grade Level Progression Statement**

In the next grade, students are expected to analyze the ways authors use figurative language to impact meaning. Students explain how parts of a text contribute to the overall meaning, and explain how point of view and perspective influence how events are described.

## Question Ideas

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|---|---|
| <ul style="list-style-type: none"><li>• From whose point of view is the text written?</li><li>• Who is speaking? To whom?</li><li>• What point of view is being used in the text?</li><li>• Who is the narrator? How does the author develop the narrator's point of view?</li><li>• Is the narrator and the author the same person? How do you know?</li><li>• Does the speaker's point of view differ from the author's? How do you know?</li></ul> | <ul style="list-style-type: none"><li>• Is the narrator a character in the story? How do you know?</li><li>• How is the objective point of view developed?</li><li>• How is the subjective point of view developed?</li><li>• How is the (first person, third person, omniscient, etc.) point of view developed through diction, setting, characterization, etc.</li><li>• by the author?</li><li>• What details from the text help develop the narrator's point of view?</li></ul> |
|---|---|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students describe how the narrator's point of view in Walter Farley's "*The Black Stallion*" influences how events are described and how the reader perceives the character of Alexander Ramsay, Jr.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Story Elements**

When facilitating an independent or shared reading with the class, the teacher will brainstorm elements of the story that contribute to the theme of the text. Students will work with a partner to complete a graphic organizer listing possible themes with the corresponding supporting details. Each partner grouping will join another partner grouping to discuss and come to consensus.

#### **Resources: Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy**

Fountas, Irene C, and Gay S. Pinnell. *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, N.H: Heinemann, 2004 discusses building a classroom literacy community for students in grades 3-6 through word study, language, reading, and writing along with the visual and performing arts using a broad language/literacy framework. The book suggests research-based strategies for the intermediate student.

#### **RL.3.6 (Prior Grade Standard)**

Describe the difference between points of view in texts, particularly first- and third-person narration.

#### **RL.5.6 (Future Grade Standard)**

Describe how a narrator's or speaker's point of view and perspective influence how events are described.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 4th Grade

#### **RL.4.7**

**Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**

#### **CCR Anchor Standard:**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. \*

#### **Essential Understanding**

- Compare and contrast a print text to an audio-visual version of the text
- Contrast what is seen/heard when reading a text to what is perceived when listening/viewing a text
- Reading, viewing, and listening comprehension

#### **Extended Understanding**

- Different forms multimedia presentations

#### **Academic Vocabulary**

- Analyze
- Compare
- Contrast
- Diverse
- Evaluate
- Experience
- Format
- Integrate
- Media
- Perceive/Perception
- Quantitative

#### **Content Elaborations**

Readers focus on making connections and comparisons across texts, themes, and topics as they appear across genres. Competent readers can synthesize information from differing versions of text, including print, audio and visual. Comparing and contrasting text in a variety of formats and genres provides a full understanding of the variations of the common themes and topics being explored. Reading multiple texts with similar themes throughout the year will provide opportunities for students to compare and contrast the treatment of themes, topics, and patterns throughout time and across cultures.

#### **Next Grade Level Progression Statement**

In the next grade level, students analyze how visual and multimedia contribute to tone, mood, or the appeal of a text. Students will compare and contrast stories in the same genre on their approach to similar themes and topics.

## Question Ideas

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|--|---|
| <ul style="list-style-type: none"><li>• What do you see and hear when reading the text? When watching the video?</li><li>• Explain what you perceive when listening to/watching the text?</li><li>• How does the text compare to the video?</li><li>• How does the text contrast the video?</li><li>• What are the similarities and differences between the text and the film?</li></ul> | <ul style="list-style-type: none"><li>• List three similarities/differences between what you see and hear when reading the text to your perception of what you hear and see in the audio/video/live version of the text.</li><li>• How is the movie similar to the text? How is the movie different from the text?</li><li>• What has been added to your perception of the text by watching the play?</li></ul> |
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### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students make connections between the visual presentation of John Tenniel's illustrations in Lewis Carroll's "*Alice's Adventures in Wonderland*" and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Cloze Guides for Quick Writes or Note-taking and Formative Assessment**

Cloze note guide (Using Cloze-guide for notes to be assessed (A cloze guide assessment (also cloze deletion assessment) is an exercise, study support, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is commonly administered for the assessment of struggling readers and second language learning and instruction.

#### **Resources: Still Learning to Read: Teaching Students in Grades 3-6**

Sibberson, Franki, and Karen Szymusiak. *Still Learning to Read: Teaching Students in Grades 3-6*. Portland, Maine: Stenhouse, 2016. This book by Ohio educators focuses on how to build reading instruction into already packed days and includes sample lessons and examples of proven classroom routines.

#### **RL.3.7 (Prior Grade Standard)**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).

#### **RL.5.7 (Future Grade Standard)**

Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 4th Grade

#### **RL.4.9**

**Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**

#### **Essential Understanding**

- Reading comprehension
- Recognize text forms and genres
- Identify themes and topics
- Compare and contrast the themes and topics of different versions of the same text

#### **Extended Understanding**

- Close reading
- Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)

#### **Academic Vocabulary**

- Analyze
- Approach
- Compare
- Contrast
- Genre (fiction, prose, poetry, drama, epic, tragedy, etc.)
- Text Form (graphic novel, picture book, manuscript, etc.)
- Theme
- Topic

#### **CCR Anchor Standard:**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Content Elaborations**

Readers focus on making connections and comparisons across texts, themes, and topics as they appear across genres. Competent readers can synthesize information from differing versions of text, including print, audio and visual. Comparing and contrasting text in a variety of formats and genres provides a full understanding of the variations of the common themes and topics being explored. Reading multiple texts with similar themes throughout the year will provide opportunities for students to compare and contrast the treatment of themes, topics, and patterns throughout time and across cultures.

#### **Next Grade Level Progression Statement**

In the next grade level, students analyze how visual and multimedia contribute to tone, mood, or the appeal of a text. Students will compare and contrast stories in the same genre on their approach to similar themes and topics.

## Question Ideas

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• What is the theme of both texts?</li><li>• How do the two texts differ in the treatment of that theme?</li><li>• How are the two texts similar in the treatment of that theme?</li><li>• Compare the poem to the historical narrative concerning topics from WWI.</li><li>• After reading both texts, state the theme of both. How are the themes similar? How are they different?</li></ul> | <ul style="list-style-type: none"><li>• What topics can be found in both texts?</li><li>• Do both texts approach the topics the same?</li><li>• How does the author's approach to the theme in the novel differ from the author's approach to the same theme in the narrative?</li><li>• How do the authors' approaches to the topic/theme of _____ differ from the historical novel to the fantasy work?</li><li>• What do both texts have in common?</li></ul> |
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## Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students compare and contrast coming-of-age stories by Christopher Paul Curtis "*Bud, Not Buddy*" and Louise Erdrich's "*The Birchbark House*" by identifying similar themes and examining the stories' approach to the topic of growing up.

## Ohio's Model Curriculum Instructional Supports

### Strategies: Inquiry Chart

Inquiry charts, or I-Charts, guide inquiry into reading by exploration of critical questions. Students gather evidence to support ideas from multiple sources of information. It is a graphic organizer that frames critical questions and catalogues evidence to support conclusions. Students address the critical questions by first assessing what they know and then exploring multiple sources of information to derive a summary. Critical questions may be teacher-generated or student-generated, depending on the nature of the diverse learner.

1. Students are given a chart to complete with a number of sources. There are questions in columns across the top. Each row corresponds with a particular source. The last row is a general summary of each question.
2. After reading the critical questions in the header row, they then assess what they already know about the question.
3. Then students explore the topic through the questions in the columns. For each source or text, they answer the questions based on the source or text.
4. At the bottom, students compile all they have discovered into a coherent summary statement to answer each question for the topic in general.
  - Allow students to generate critical questions about the topic.
  - Challenge students to generate additional questions after writing their summary.

### Resources: Compare & Contrast

Silver, Harvey F. *Compare & Contrast: Teaching Comparative Thinking to Strengthen Student Learning*. Alexandria, Va: ASCD, 2010

### **RL.3.9 (Prior Grade Standard)**

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).

### **RL.5.9 (Future Grade Standard)**

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 4th Grade

#### **RL.4.10**

**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

#### **CCR Anchor Standard:**

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

#### **Essential Understanding**

- Demonstrate comprehension of grade-level, complex literary text
- Demonstrate comprehension of above grade-level, complex literary text with scaffolding
- Identify/evaluate text complexity

#### **Extended Understanding**

- Demonstrate comprehension of above grade-level literary text without scaffolding

#### **Academic Vocabulary**

- Comprehension
- Decoding
- Fluency
- Lexile/Reading Levels
- Literary Text/Literature
- Proficient
- Text Complexity
- Scaffolding

#### **Content Elaborations**

Challenging readers throughout the year to read texts of increasing complexity utilizing individualized reading strategies accompanied with scaffolding and drawing on a variety of text connections within stories, dramas, and poetry at grades 4-5.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to read and comprehend literature and poetry independently and proficiently at the high end of the grades 4-5 text complexity band.

## Question Ideas

- How should you choose which literary texts to read?
- What strategies should you use to comprehend a complex text?
- How do you monitor your own comprehension as you read?
- What steps are involved in close reading of a text?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students read Kate DiCamillo's "*Because of Winn-Dixie*" and participate in class discussions and group activities that draw on previous experiences to make text-to-self connections (connect the story to personal experiences and feelings) and text-to-text connections (connect the characters, setting and events to another story).

### Ohio's Model Curriculum Instructional Supports

#### Strategies: Format Change

After studying a specific topic using a variety of informational literature, have students use their understanding of narrative poetry to create a poem about the topic under study. For example, in social studies, books like "*Thunder at Gettysburg*" by Patricia Lee Gauch or "*Out of the Dust*" by Karen Hesse can serve as mentor texts.

#### Resources: Children's Literature: A Brief Guide

Kiefer, Barbara. *Charlotte Huck's Children's Literature: A Brief Guide*. Columbus, OH: McGraw-Hill Education, 2015 provides information for including quality children's literature in the reading/writing classroom.

#### **RL.3.10 (Prior Grade Standard)**

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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

#### **RL.5.10 (Future Grade Standard)**

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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.