

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 4

RI.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

- Reading comprehension
- Draw inferences
- Cite specific textual examples and details to support inferences and text meaning
- Analyze the text

Extended Understanding

- MLA Formatting for in-text citations and works cited pages

Academic Vocabulary

- Analyze/analysis
- Cite
- Drawn
- Explicit
- Inference
- Textual Evidence
- **Key Details***

Content Elaborations

Readers can provide textual evidence when making inferences, identifying a main idea, summarizing a text, and explaining events, ideas, and concepts in informational text. Readers will support their inferences with specific details and examples from the text.

Next Grade Level Progression Statement

In the next grade level, students are expected to make inferences based on textual evidence, and support their inferences with details from the text. Students are expected to determine multiple main ideas, explain how they are supported, and provide a summary of the text that includes key details. Students are expected to explain the relationship and interactions between two or more individuals, events, ideas, or concepts.

Question Ideas

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| <ul style="list-style-type: none">• Use two examples of textual evidence to show why the author wrote this piece.• Cite a piece of textual evidence to support the main point made by the author?• Analyze the passage; what can you conclude? How does the textual evidence support your conclusion? | <ul style="list-style-type: none">• When you analyze the text, what inference can you make? Use the text to prove the inference.• Use two pieces of text to prove ____.• What evidence can be found in the text to show ____?• Analyze the passage; what is implied? Cite a piece of textual evidence to support the implication. |
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Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students quote accurately and explicitly from Leslie Hall's "Seeing Eye to Eye" to explain statements they make and ideas they infer regarding sight and light.

Ohio's Model Curriculum Instructional Supports

Strategies: Talking Head Activity

Students will demonstrate their inferences about the information shared in the text. The poster will have a larger head split into sections. Students can draw the evidence connections that they believe the author considered as part of their argument.

Resources: Hoyt, Linda. Make It Real: Strategies for Success with Informational Texts. Portsmouth, N.H: Heinemann, 2004

Provides information on designing lessons that focus on informational literacy that helps students understand nonfiction text and the ways to use it to make sense of the world.

RI.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.

RI.5.1 (Future Grade Standard)

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

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<p>RI.4.2</p> <p>Analyze informational text development.</p>	<p><u>Essential Understanding from the Standard</u></p> <ul style="list-style-type: none"> a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information. <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> • Synthesize the main idea in multiple texts 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Analyze • Main idea/Central idea • Convey • Details • Determine • Distinct • Fact • Judgment • Opinion • Particular • Summarize/Summary
<p><u>CCR Anchor Standard:</u></p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		

Content Elaborations

Summarizing reflects an understanding of main ideas and supporting details (both implicit and explicit) across the entire text. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

Next Grade Level Progression Statement

In the next grade level, students are expected to make inferences based on textual evidence, and support their inferences with details from the text. Students are expected to determine multiple main ideas, explain how they are supported, and provide a summary of the text that includes key details. Students are expected to explain the relationship and interactions between two or more individuals, events, ideas, or concepts.

Question Ideas

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| <ul style="list-style-type: none">• Which of the following best captures the main idea?• What textual evidence supports the central idea?• What is the topic of the passage?• When you analyze the text, what details do you find that support the central idea? | <ul style="list-style-type: none">• How does the textual evidence support ___ as the central idea?• What is the central idea of this article? List two pieces of evidence to support your answer.• Summarize the text without putting in your own opinion or judgment. |
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Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students determine the main idea of Colin A. Ronan's "Telescopes" and create a summary by explaining how key details support his distinctions regarding different types of telescopes.

Ohio's Model Curriculum Instructional Supports

Strategies: Experts Share Expertise

Students can work in small groups and become "EXPERTS" on one element of the text. Students will then give class presentations on their group's "EXPERTISE." To enhance this strategy with technology, have students create Kahoots to use as pre- and post assessments. Creating the Kahoot will challenge the 'experts' to know their content.

Resources: Oczkus, Lori D. *Just the Facts!: Close Reading and Comprehension of Informational Text*. Huntington Beach, CA: Shell Education, 2014

Provides tips and suggestions to help students read and understand informational text.

RI.3.2 (Prior Grade Standard)

Analyze informational text development.

- a. Determine the main idea of a text.
- b. Retell the key details and explain how they support the main idea.

RI.5.2 (Future Grade Standard)

Analyze informational text development.

- a. Determine the main ideas of a text and explain how they are supported by key details.
- b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

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RI.4.3

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.

CCR Anchor Standard:

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

Essential Understanding

- Identify details, that concern individuals, events, or ideas
- Sequence the progression of an individual, event, or idea in an informational text
- Describe how individuals, events, or ideas respond and/or change throughout an informational text

Extended Understanding

- Analyze interactions between individuals, events, or ideas in an informational text

Academic Vocabulary

- Analyze
- Anecdotes
- Characters/ Characterization
- Detail
- Develop
- Elaborate
- Event
- Illustrate
- Interact

Content Elaborations

Summarizing reflects an understanding of main ideas and supporting details (both implicit and explicit) across the entire text. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries. Reading and explaining a variety of informational texts supports readers as they engage in investigations a cross content/disciplines.

Next Grade Level Progression Statement

In the next grade level, students are expected to make inferences based on textual evidence, and support their inferences with details from the text. Students are expected to determine multiple main ideas, explain how they are supported, and provide a summary of the text that includes key details. Students are expected to explain the relationship and interactions between two or more individuals, events, ideas, or concepts.

Question Ideas

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| <ul style="list-style-type: none">• How would you sequence the progression of the _____ event in the nonfiction article?• How did an individual evolve with the elaboration of the passage?• How does the key idea unfold?• Explain why it was important for the author to introduce the individual/event/idea in paragraph ____ of the text?• Describe three details the author uses to show how the key event evolves.• When and how did the _____ character/individual change? | <ul style="list-style-type: none">• Where does the author provide an example or anecdote to support the development of the key idea?• At what point should the author have introduced the key idea? How would that have made the article better?• How did the events in the beginning of the article lead to its conclusion?• How did the individual's childhood experiences lead him/her to become _____? |
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Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students explain the relationship between time and clocks using specific information drawn from Bruce Koscielniak's "About Time: A First Look at Time and Clocks."

Ohio's Model Curriculum Instructional Supports

Strategies: News Article

After reading/viewing several selections (printed and electronic text) about a specific event in history, have students write a newspaper article as though the event had just occurred. This requires both summarization and synthesis skills.

Resources: The Smithsonian Tween Tribune

Multiple informational articles that are free for educational use. Most articles are engaging and match the interest levels of today's students.

RI.3.3 (Prior Grade Standard)

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.

RI.5.3 (Future Grade Standard)

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

English Language Arts- Reading Informational

Grade 4

RI.4.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

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 word choices shape meaning or tone.

Essential Understanding

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

Extended Understanding

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

Academic Vocabulary

- Analyze
- Connotation/Connotative
- Denotation
- Determine
- Diction
- Figurative Language
- (See your adopted textbook's glossary for grade-level appropriate figurative language devices, as they are too numerous to list here.)
- Phrases
- Technical

Content Elaborations

Readers understand words in the context in which they are used, using text structure to help comprehend text, and to determine an author's perspective in a text. Informational texts develop knowledge of the natural and social world using general academic and domain specific words.

Next Grade Level Progression Statement

In the next grade level, students are expected to determine the meaning of general academic and domain specific words, compare and contrast the structure of multiple texts, and analyze the similarities and differences between multiple accounts, as related to the perspectives they represent.

Question Ideas

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| <ul style="list-style-type: none">• What does the word/phrase __ mean in this selection?• 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 __?• Which words in the passage are tier-three words? | <ul style="list-style-type: none">• How did the author use word choice (diction) to impact meaning?• How did the author use word choice (diction) to create a cohesive article?• What word(s) could you use to replace ___ in order to rewrite the passage for an audience of third-graders?• What kind of figurative language is being used in paragraph ___? How does it affect the meaning of the passage? |
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Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students determine the meaning of domain-specific words or phrases, such as crust, mantle, magma, and lava, and important general academic words and phrases that appear in Seymour Simon's "Volcanoes".

Ohio's Model Curriculum Instructional Supports

Strategies: Academic Vocabulary

Use a six-step strategy to teach academic vocabulary. These steps include:

Step 1: Give a description, explanation, or example of the new term (not a definition)

Step 2: Students give a description, explanation, or example of the new term in their own words.

Step 3: Students to draw a picture, model, or symbol, or locate a graphic to represent the new term.

Step 4: Students participate in activities that provide more knowledge of and contact with the words in their vocabulary notebooks.

Step 5: Give students chance to discuss term with other students.

Step 6: Students participate in games that reinforce the new term.

Resources: Beck, Isabel L, Margaret G. McKeown, and Linda Kucan. *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press, 2013

Various strategies for [teaching text features](#), vocabulary, summarizing, etc.

RI.3.4 (Prior Grade Standard)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI.5.4 (Future Grade Standard)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

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<p>RI.4.5</p> <p>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.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> • Identify and understand text structures and their parts • Identify and understand types of sentences • Identify and understand syntactical structures • Understand how ideas develop in an informational text 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Analyze • Chapter • Paragraph • Particular • Section • Sentence • Syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure . . .) • Text Structure (chronological, comparison, cause/effect, problem/solution, etc.)
<p><u>CCR Anchor Standard:</u></p> <p>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><u>Extended Understanding</u></p> <ul style="list-style-type: none"> • Close reading 	

Content Elaborations

The unique features and organization of informational text support readers in managing information, learning content, interpreting vocabulary, deepening comprehension, and understanding an author's perspective. Understanding the craft and structure of a text enables readers to navigate it with confidence.

Next Grade Level Progression Statement

In the next grade level, students are expected to determine the meaning of general academic and domain specific words, compare and contrast the structure of multiple texts, and analyze the similarities and differences between multiple accounts, as related to the perspectives they represent.

Question Ideas

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| <ul style="list-style-type: none">• How do the ideas in the text develop?• How does the structure of the article help with the development of the main idea?• Analyze the use of text features (graphics, headers, captions, etc.). Do they add to or detract from the ideas being conveyed?• How does the sentence, paragraph, chapter, or section fit into the overall structure of _____?• Why did the author choose to use a cause/effect structure? Would another text structure have been more effective at developing the ideas in the text? | <ul style="list-style-type: none">• Analyze the text structure and explain why the author chose to write it this way.• How would leaving out this sentence, paragraph, chapter, or section change the development of ideas in the text?• What types of sentences does the author use? How do they help with idea development?• Describe the syntax of the article. How does the author's syntactical choices affect the overall text structure? |
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Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students identify the overall structure of ideas, concepts, and information in Seymour Simon's *Horses* (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book *"Hurricanes: Earth's Mightiest Storms"*.

Ohio's Model Curriculum Instructional Supports

Strategies: Expository Text Structure

Research shows that students who understand text structure are better able to interact with informational text. When readers understand the [signal words](#), they are better able to determine the type of structure that is being used.

Resources: Harvey, Stephanie. *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*. Portland: Stenhouse, 1998

A classic text that offers teachers the tools to help students understand nonfiction texts as tools for inquiry and understanding.

RI.3.5 (Prior Grade Standard)

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.5.5 (Future Grade Standard)

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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<p>RI.4.6</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> • Identify the point of view • Identify the author's purpose • Understand and explain how the point of view or purpose is conveyed in a text <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> • Close reading • Compare/contrast texts with opposing points of view/purposes on the same topic. 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Analyze • Chapter • Paragraph • Particular • Section • Sentence • Syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure . . .) • Text Structure (chronological, comparison, cause/effect, problem/solution, etc.)
<p><u>CCR Anchor Standard:</u></p> <p>Assess how point of view or purpose shapes the content and style of a text.</p>		

Content Elaborations

Readers will identify the similarities and differences between a firsthand account (e.g., eyewitness account, interviews, letters, emails, autobiography) and secondhand account (e.g., biography, news articles, encyclopedia) of the same topic. Readers will be able to explain how someone witnessing an account will emphasize different information than someone who has collected information, possibly from several sources, to report out to others.

Next Grade Level Progression Statement

In the next grade level, students are expected to determine the meaning of general academic and domain specific words, compare and contrast the structure of multiple texts, and analyze the similarities and differences between multiple accounts, as related to the perspectives they represent.

Question Ideas

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| <ul style="list-style-type: none">• What is the author's point of view?• What is the author's purpose?• What is the point of view being used in the text? How does the author convey his point of view?• How is the objective point of view conveyed?• How is the subjective point of view conveyed?• How is the (first person, third person, omniscient, etc.) point of view conveyed by the author? | <ul style="list-style-type: none">• What details from the text help convey the author's point of view?• How would _____ change if the author's purpose were changed from informing to entertaining?• What details and structures are used to convey the author's point of view or purpose? |
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Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students compare and contrast a firsthand account of African American ballplayers in the Negro Leagues to a secondhand account of their treatment found in books such as Kadir Nelson's "We Are the Ship: The Story of Negro League Baseball", attending to the focus of each account and the information provided by each.

Ohio's Model Curriculum Instructional Supports

Strategies: Comparing Text Structures / Expository Text Structure

Comparing Text Structures

Activity- Students collect local newspaper and identify and cut out two examples of each text structure. Then students sort and glue the article onto large chart paper labeled with the text structure as a title and drawing of graphic organizer.

Expository Text Structure

Research shows that students who understand text structure are better able to interact with informational text. When readers understand the [signal words](#) they are better able to determine the type of structure that is being used

Resources: Text Structure PPT, Organizers, Activities

These [resources](#) help teach text structure including cause and effect, sequence, chronological, problem and solution, and compare and contrast with a ten-question practice activity.

RI.3.6 (Prior Grade Standard)

Distinguish their own perspective from that of the author of a text.

RI.5.6 (Future Grade Standard)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 4

RI.4.7

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.

CCR Anchor Standard:

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

Essential Understanding

- Identify and integrate information on the same topic/issue presented in diverse formats
- Understand a topic/issue by integrating information on the same topic/issue presented in diverse formats
- Reading, viewing, and listening comprehension

Extended Understanding

- Synthesize varied information

Academic Vocabulary

- Compare/Contrast
- **Interpret***
- Diverse
- Format
- Issue
- Integrate
- Quantitative
- Summarize
- Synthesize
- Topic
- **Explain***

Content Elaborations

Readers are able to interpret information, explain how the author uses information and can integrate information from two texts to express their understanding of the subject. Readers Interpret information in varying forms in order to extend the meaning of text.

Next Grade Level Progression Statement

In the next grade level, students are expected to integrate information from print and digital sources across several texts as a way to develop comprehensive understanding. Students should be able to support specific points in the text by identifying textual evidence.

Question Ideas

- What information on _____ topic/issue is presented in each of the sources?
 - Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source.
 - Summarize each of the sources of information on the issue of _____.
 - What are the similarities and differences between the information presented in the text and the video? Write a summary of both the text and the video that integrates the information presented by both sources on the topic.
- List three ideas that you have integrated concerning _____ after having read the article, watched the Prezi, and listened to the lecture.
 - After researching _____ (informational texts and media), write a report that describes ____ (topic or issue).
 - After reading/experiencing three digital/print sources on _____, write an essay that integrates your findings and is supported by textual citations.

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

Sample Performance Task- Students interpret the visual chart that accompanies Steve Otfinoski's "*The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*" and explain how the information found within it contributes to an understanding of how to create a budget

Ohio's Model Curriculum Instructional Supports

Strategies: Images Support Text

Use a T-Chart or Venn diagram to categorize the information about a topic found in the written text in comparison to the information provided by the illustration and caption or the diagram and description.

Resources: Reader Response Organizational Tools

The following links may help your readers organize their reading response pieces, reading logs, etc. all in one place. Center Grove Community Schools – [Reading response](#) [What is a Reader Response Journal?](#)

RI.3.7 (Prior Grade Standard)

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).

RI.5.7 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 4

RI.4.8

Explain how an author uses evidence to support particular points in a text.

CCR Anchor Standard:

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.

Essential Understanding

- Define and identify an argument
- Define and identify a claim
- Trace and evaluate arguments and claims
- Identify reasons and evidence in a text that support claims
- Distinguish claims supported by reasons and evidence from claims that are not

Extended Understanding

- Determine if reasoning is sound

Academic Vocabulary

- Argument
- Claim
- Data
- Delineate
- Distinguish
- Evaluate
- **Evidence***
- Reasons
- Specific
- Trace
- Warrant

Content Elaborations

Readers use evidence to synthesize information from two texts on the same topic to enhance learning.

Next Grade Level Progression Statement

In the next grade level, students are expected to integrate information from print and digital sources across several texts as a way to develop comprehensive understanding. Students should be able to support specific points in the text by identifying textual evidence.

Question Ideas

- | | |
|--|---|
| <ul style="list-style-type: none">• What is the main argument made in the essay?• What claims support the argument in the article?• What data, evidence, or reasoning is presented to support claim #1? To support claim #2? To support claim #3?• Trace one of the claims made in the argument: List the claim made, the reasons given, and the evidence provided in support of the claim. | <ul style="list-style-type: none">• Are the data, evidence, and reasoning given to support claim # 1 better or worse than those given to support claim #2? Support your answer with text.• After watching the commercial, identify the claim, reason, data, and warrant. Also identify the counterclaim if one was given.• After reading the first draft of your argument, decide which claims were sufficiently supported and which ones were not. |
|--|---|

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

Sample Performance Task- Students explain how Melvin Berger uses reasons and evidence in his book "*Discovering Mars: The Amazing Story of the Red Planet*" to support particular points regarding the topology of the planet.

Ohio's Model Curriculum Instructional Supports

Strategies: Talking Head Activity

Students will demonstrate their inferences about the information shared in the text. The poster will have a larger head split into sections. Students can draw the evidence connections that they believe the author considered as part of their argument.

Resources: Use Paired Passages as a Basis for Writing

This website will provide teachers with paired passages for students to use when asking students to provide evidence from multiple sources.

RI.3.8 (Prior Grade Standard)

Describe the relationships between the evidence and points an author uses throughout a text.

RI.5.8 (Future Grade Standard)

Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.

Ohio's Learning Standards-Clear Learning Targets

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<p>RI.4.9</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> • Reading comprehension • Identify, compare, and contrast the same event presented by two different authors <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> • Close reading 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Analyze • Approach • Compare • Contrast • Informational Genres (nonfiction, biography, memoir, etc.) • Informational Text Forms (encyclopedia, newspaper, etc.) • Presentation • Integrate*
<p><u>CCR Anchor Standard:</u></p> <p>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>		

Content Elaborations

Readers use evidence to synthesize information from two texts on the same topic to enhance learning.

Next Grade Level Progression Statement

In the next grade level, students are expected to integrate information from print and digital sources across several texts as a way to develop comprehensive understanding. Students should be able to support specific points in the text by identifying textual evidence.

Question Ideas

- | | |
|--|--|
| <ul style="list-style-type: none">• What event do both texts have in common?<ul style="list-style-type: none">• How do the two texts differ in the treatment of that event?• How are the two texts similar in the treatment of that theme?• Compare the <u>first-person account</u> to the <u>historical text</u> concerning the <u>liberation of Auschwitz</u>. | <ul style="list-style-type: none">• After reading both texts, outline each author's presentation of _____. What events can be found in both texts? Do both texts approach the events the same?• How does the author's approach to the event in the biography differ from the second author's approach to the same event in the narrative? |
|--|--|

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

Sample Performance Task- Students *compare and contrast* coming-of-age stories by Christopher Paul Curtis (*Bud, Not Buddy*) and Louise Erdrich (*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 (i.e., books, articles, online platforms, etc.). 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.

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.

Resources: Gill, Sharon R. "What Teachers Need to Know About the "new" Nonfiction." *The Reading Teacher*. 63.4 (2009): 260-267

The article includes strategies for teaching and criteria for selection nonfiction.

RI.3.9 (Prior Grade Standard)

Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.5.9 (Future Grade Standard)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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RI.4.10

By the end of 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.

CCR Anchor Standard:

Read and comprehend complex literary and informational texts independently and proficiently.

Essential Understanding

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

Extended Understanding

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

Academic Vocabulary

- Comprehension
- Decoding
- Fluency
- Informational Text
- Lexile
- Literary Nonfiction
- Nonfiction
- Proficient
- Text Complexity
- Scaffolding

Content Elaborations

Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Next Grade Level Progression Statement

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

Question Ideas

- How should you choose which literary nonfiction texts to read?
- What strategies should you use to comprehend a complex text?
- What procedures/scaffolding can you use to help read and comprehend a text at the high end of the 4-5 text complexity band or at a level above your Lexile score?
- What reading comprehension strategies will you use to be sure you can read and understand this text?
- Apply the four steps of text complexity to determine if this is an appropriate text for you. Use the Text Complexity Analysis Sheet or Text Complexity Bookmark to assist you.
- How do you monitor your own comprehension as you read?

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

A Three-Part Model for Measuring Text Complexity

1. **Qualitative** dimensions of text complexity- refers to those aspects of text complexity best measured or only measurable by an attentive human reader.
2. **Quantitative**- refers to those aspects of text complexity , such as word length, and is typically measured by computer software.
3. **Reader and task considerations**- variables specific to particular readers and tasks must be considered when determining whether a text is appropriate for a given student.

*Appendix A provides more detailed information regarding each part.

Ohio's Model Curriculum Instructional Supports

Strategies: Double Entry Journal

[Double entry journal](#) will help your students record ideas and situations from texts in one column, and their reactions in the second, thus making a connection between the text and themselves, another text, or the world.

Resources: *Tools for Teaching Content Literacy* by Janet Allen

Provides a flipchart of research-based activities with graphic organizers and classroom vignettes included to help teachers address nonfiction across the content areas.

RI.3.10 (Prior Grade Standard)

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.

RI.5.10 (Future Grade Standard)

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.