

ADOPTED FEBRUARY 2018



# Ohio

Ohio's Model Curriculum  
with Instructional Supports

GRADE 4

# English Language Arts

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# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 4

#### Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p><b>RL.1</b> Quote accurately from a text when explaining text.</p> <p><b>RL.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>a. Determine a theme of a story, drama, or poem; respond to challenges or how the speaker in the text reacts to challenges or how the speaker addresses the audience or a situation.</li> <li>b. Summarize the text, incorporating a theme d</li> </ul> <p><b>RL3</b> Compare and contrast two or more characters, the text (e.g., how characters interact).</p>

## Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

### CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

### PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

## Instructional Supports

Stakeholders across the state of Ohio assisted with the development of this section of the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

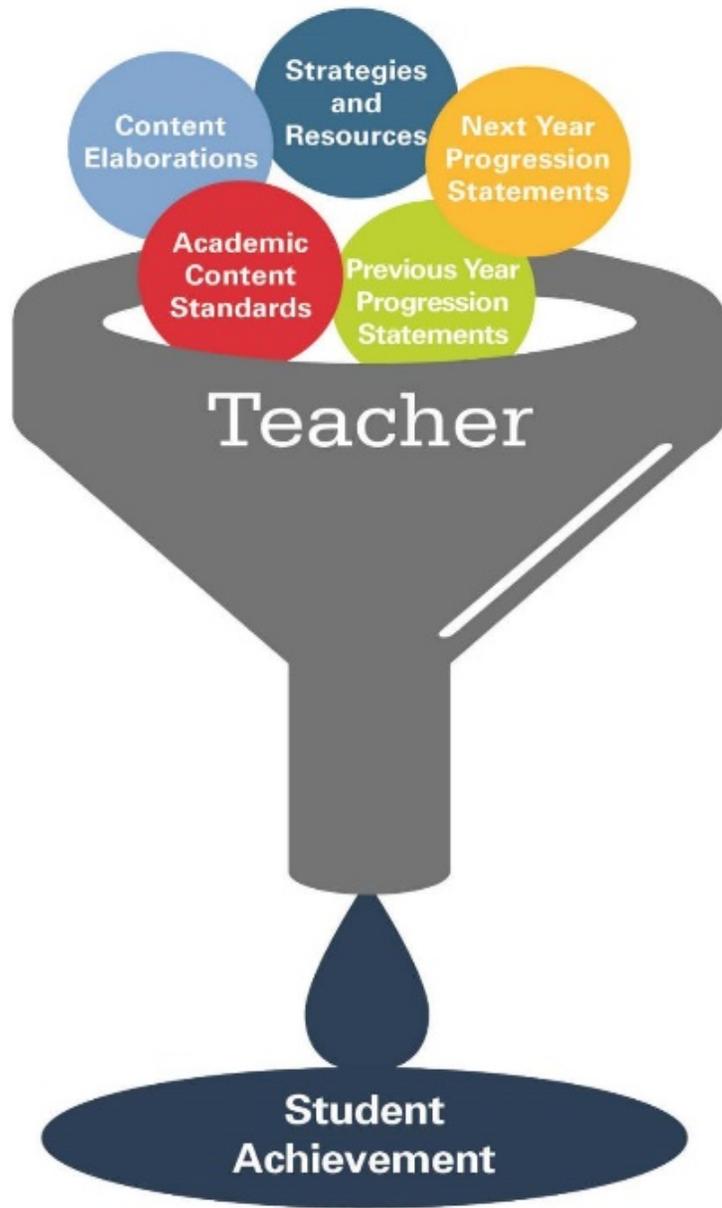
In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and *early learning* ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All *early learning* strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

### INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

### INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards.



## Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to **Ohio's Learning Standards for English Language Arts**. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the **Previous Grade Level Progression Statements** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the **Content Elaborations**, as well as reviewing the **Instructional Strategies and Resources**, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the **Next Grade Level Progression Statements** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: **Student Achievement**.

## Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> <li>» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic</li> <li>» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices</li> <li>» a support for instructional planning using the learning standards as a foundation</li> </ul>	<ul style="list-style-type: none"> <li>⊗ lesson plans</li> <li>⊗ an exhaustive list of classroom activities per standard</li> <li>⊗ instructional units</li> <li>⊗ a resource meant to replace your district's decisions and direction</li> </ul>



## Additional Resources to Support the Model Curriculum

### ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

## ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms* in its entirety.



Standards	
	RL.4.1 Refer to details and examples in a text when explaining and when drawing inferences from the text.
	RL.4.2 Analyze literary text development.
	<b>RL.4.1</b> Explain: To make clear by describing in more detail or giving relevant facts or ideas Explicit: Directly stated Inference: A conclusion logically drawn from presented

## RESEARCH-BASED LITERACY PRACTICES AND RESOURCES

As with any other topic in English Language Arts, a brief digital search for literacy instruction will yield a flood of information, impossible to fully digest. It is important, therefore, to be able to identify theories and practices for instructional planning that are research-based, or evidence-based. Stanovich and Stanovich (2003), in cooperation with The Partnership for Reading, published a document with the subheading, [How Teachers Can Use Scientifically Based Research to Make Curricular Decisions](#) in which they outline the criteria educators can use to evaluate the trustworthiness of resources. These criteria are (1) ensuring that published research is from *peer-reviewed* sources, (2) choosing practices that are further supported by *replication* studies, and (3) selecting approaches whose credible and replicated findings have gained *consensus* among experts in the field. Applying these criteria to the evaluation of findings in literacy, educators can better discover instructional practices and resources that will help Ohio students succeed.

At the end of this document, a reference section contains the resources used in the Reading Strand. Included in the research-based strategies used in the Reading Strand are resources from specialists, such as Bill Honig, Linda Diamond, and Linda Gutlohn, who wrote the *Teaching Reading Sourcebook* (2013). Bill Honig co-founded the Consortium on Reading Excellence (CORE) with Linda Diamond. Diamond continues as the President of CORE, which offers educators professional development and resources for implementing research-based literacy practices and other content area resources. Gutlohn created the text decodability software, phonicFinder.

In addition to the previous resources, educators will also find references to resources by Irene Fountas and Gay Su Pinnell, who have established their own literacy framework and professional resources for teachers and literacy specialists. Also, *LETRS*, or *Language Essentials of Reading and Spelling*, by Louisa Moats and Carol Tolman, is another research-based resource used to provide strategies in the Reading Strand. Dr. Moats brought her previous work in psychology with many who experienced issues with language and reading into creating the *LETRS* program, while Tolman brought 20 years of literacy teaching experience to the program and her work in training teachers. These are just a few of the resources cited on the reference page, representing research-based literacy information and practices.

# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 4

#### READING LITERATURE STRAND

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b>Key Ideas and Details</b>
<b>Standards</b>	<p><b>RL.4.1</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>RL.4.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>a. Determine a theme of a story, drama, or poem from details in the text.</li> <li>b. Summarize the text, incorporating a theme determined from details in the text.</li> </ul> <p><b>RL.4.3</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).</p>

#### Previous Grade Level Progression Statement

In the previous grade level, students were expected to use textual evidence to retell, ask and answer questions, determine theme, and demonstrate an understanding of the explicit meaning of text. They will use key details as a source of textual evidence from multiple sources, make inferences, identify theme, literary elements, and retell a text.

#### 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).

Readers can infer an overarching concept about life or the world (e.g., Hard work earns rewards, One should not make judgements based on appearances) while supporting their choice of theme with specific details found in the text. See the [Determining a Theme Guidance](#) for more information about this skill.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b>Key Ideas and Details</b>
<b><u>Next Grade Level Progression Statement</u></b>	
<p>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.</p>	

<b>Instructional Supports for the Model Curriculum</b>	
<b><u>Instructional Strategies</u></b>	
<p><b>Graphic Organizers for:</b></p> <ul style="list-style-type: none"> <li>• Descriptive – Web</li> <li>• Compare/Contrast - Table or Venn Diagram</li> <li>• Time Order - Cycle or Timeline</li> <li>• Problem Solution - Flow Chart</li> </ul>	
<p><b>Example of How to Integrate Graphic Organizers into Instruction</b></p> <ol style="list-style-type: none"> <li>1. Analyze the reading selection to determine a graphic organizer format that matches its organization</li> <li>2. Determine how you want students to use the organizer, before, during, or after reading.</li> <li>3. The graphic organizer is intended to support comprehension. (If students are unable to complete an organizer independently, make it a group activity. Filling out a graphic organizer is not an end in itself. If a student is unable to come up with their own words to complete a graphic organizer independently, give them strips or sticky notes with the items already written. Then have the student place them correctly in the graphic organizer. This type of accommodation benefits students who write slowly or illegible, have trouble copying from the board, and those who have a hard time coming up with their own ideas.) Write a summary paragraph or essay based on the organizer to increase comprehension.</li> </ol> <p>There is probably a program where they could actually share them and then the instructor could use a program to overlap all the graphic organizers to see what falls within similarities and what falls without. This could lead to a discussion on the common or mean graphic organizer for the assignment according to the class. The students could also digitally share graphic organizers to have a virtual gift exchange (gifts of graphic organizers) to try out each other's designs with their own analyzing of the literature. For the summary, students could create a type of newsletter document using excerpts from student summaries. <a href="#">This could also be created on a website design spot such Weebly and possibly work to make some parts voice activated.</a> <a href="#">This could become a literary review site to help other students see if they are interested in reading these books or not.</a></p>	

## Instructional Supports for the Model Curriculum

### 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.

### Main Idea – Supporting Details Sort

Write the main idea and three to four supporting details from a selected text, each on its own note card. After students have read or heard the text read aloud, place them in small groups. Give each group a set of notecards. Allow small groups to discuss each note card and determine which of the cards has the main idea and which have supporting details. As students' comfort level with this activity increases, they can become card developers for their classmates.

### Summaries for ELL

Students learn to develop summaries if given different vocabulary words than those used by native-speaking peers; include written, visual, and verbal explanations. This is crucial to establishing their understanding of words with multiple meanings/cognates.

### 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.

### 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.

### Instructional Resources/Tools

#### 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](#).

#### 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](#). 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/>

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b> 	<p><b>RL.4.4</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).</p> <p><b>RL.4.5</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>RL.4.6</b> Explain the differences in the point(s) of view in a text and different perspectives of the characters.</p>

**Previous Grade Level Progression Statement**

**In the previous grade level, students were expected to distinguish between literal and nonliteral language, refer to a specific part of stories, dramas, and poems, and to describe how each part builds on the next. Students can distinguish the differences between first person and third person narration.**

**Content Elaborations**

Readers determine the contextual meaning of words and phrases; explain the differences between poems, drama, and prose; and explain the differences between point(s) of view and perspectives.

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.*

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.)

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.**

## Instructional Supports for the Model Curriculum

### Instructional 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.

#### **Understanding Careers with Frayer**

Students brainstorm a list of occupations with the teacher. Then they will take a career of their choice and create a Frayer Model to expand their understanding of the job. The Frayer Models can be completed with the whole class or independently.

#### **Kahoot**

Practice matching words/phrases to their meaning as they are used in the sentence.

#### **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.

## Instructional Supports for the Model Curriculum

### Graphic Organizers for -

- Descriptive – Web
- Compare/Contrast - Table or Venn Diagram
- Time Order - Cycle or Timeline
- Problem Solution - Flow Chart

Analyze the reading selection to determine a [graphic organizer](#) format that matches its organization. Determine how you want students to use the organizer, before, during, or after reading. The graphic organizer is intended to support comprehension. (If students are unable to complete an organizer independently, make it a group activity. Filling out a graphic organizer is not an end in itself.) Write a summary paragraph or essay based on the organizer to increase comprehension.

### 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.

### Instructional Resources/Tools

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.

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.

Allen, Janet. *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12*. Portland, Me: Stenhouse Publishers, 2007 provides teachers with ways to move beyond weekly word lists to meaningful inclusion of vocabulary instruction.

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b> 	<p><b>RL.4.7</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.</p> <p><b>RL.4.8</b> (Not applicable to literature)</p> <p><b>RL.4.9</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><u>Previous Grade Level Progression Statement</u></b></p> <p>In the previous grade level, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations. Readers will synthesize information from a variety of sources including print, audio, and visual. They will integrate their knowledge and ideas to make connections and comparisons across texts.</p> <p><b><u>Content Elaborations</u></b></p> <p>Readers focus on making connections and comparisons across texts, themes, and topics as they appear across genres.</p> <p>Competent readers can synthesize information from differing versions of text, including print, audio and visual.</p> <p>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.</p> <p>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.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p>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.</p>	

## Instructional Supports for the Model Curriculum

### Instructional 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.

#### **Reciprocal Teaching**

The purpose of reciprocal teaching is to facilitate group effort between the teacher and students by creating dialogue around specific segments of text. The teacher or a student assumes the role of facilitator. The dialogue is structured around four strategies: *summarizing*, *question generating*, *clarifying*, and *predicting*. More on reciprocal teaching can be found on [ReadRockets.org](http://ReadRockets.org).

- **Summarizing** gives participants the opportunity to identify and integrate important information in the text. Text can be summarized across sentences, across paragraphs and/or across the passage.
- **Question generating** requires participants to identify the kind of information significant enough to provide substance for a question. This information is presented in question form and is used to self-test.
- **Clarifying** text understanding alerts readers to the fact there may be reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar/difficult concepts). Readers should know the effects of such roadblocks to comprehension and take necessary measures to restore meaning (e.g., reread, ask for help).
- **Predicting** occurs when students hypothesize what might occur next. In order to do this successfully, students must activate relevant background knowledge. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

#### **Career Presentation**

Students will create a presentation on their career choice that incorporates information from two separate sources. The students are to find two books on their favorite job, read the texts, and complete an appropriate [graphic organizer](#) to use in a speech. The students will include information from both sources in their graphic organizer.

## Instructional Supports for the Model Curriculum

### 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.

### Instructional Resources/Tools

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.

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

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b>Range of Reading and Complexity of Text</b>
<b>Standard</b> 	<b>RL 4.10</b> 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.

**Previous Grade Level Progression Statement**

In the previous grade level, students will read from a broad range of high-quality stories, drama, and poetry focusing on increasingly challenging literary texts. They will draw on prior knowledge to make text-to-self and text-to-text connections.

**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.

This three-part model is explained in detail in [Appendix A](#) of the *Ohio Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in [Appendix B](#).

**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.

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



## Instructional Supports for the Model Curriculum

### Instructional 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.

#### **Mixed Genre**

Provide opportunities for students to explore graphic novels like *Flora and Ulysses* by Kate DiCamillo or *Wonder* by Brian Selznick. In literature circles, focus discussion on the interaction between the illustrations and the text as well as the way the author uses his or her understanding of a particular genre to serve as the foundation for this interaction.

#### **Extended Folktales**

Read grade-/age-appropriate versions of folktales and compare them to the original or picture book versions. For example, have students read [Ella Enchanted \(Gail Carson Levine\)](#) or [Just Ella \(Margaret Peterson Haddix\)](#) and compare it with *Cinderella* (James Marshall).

#### **Double Entry Journal**

Students learn the [three types of connections](#) (text-to-text, text-to-self, and text-to-world) using a double-entry journal. It 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.

### Instructional Resources

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.

**READING INFORMATIONAL TEXT STRAND**

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b> 	<p><b>RI.4.1</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>RI.4.2</b> Analyze informational text development.</p> <ul style="list-style-type: none"> <li>a. Determine the main idea of a text and explain how it is supported by key details.</li> <li>b. Provide a summary of the text that includes the main idea and key details, as well as other important information.</li> </ul> <p><b>RI.4.3</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.</p>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to form and answer text-based questions, identify the main idea of a text and use the key details to explain how they support the main idea. Students were expected to use time order transition words to describe relationships of events, ideas, and concepts.

**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. Readers will support their inferences with specific details and examples from the text.

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 across 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.

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Bullseye**

Use a target-shaped graphic organizer to list thoughts/inferences about an idea in a text, find related support/information, and record both.

- In the center of the bullseye, have students write a quote or summary statement about a single idea from the informational selection.
- In the ring around the bullseye (can be divided into five or six sections), have students write inferences about that quote/idea.
- As students read the selection, have them write the confirming support or the evidence that shows the inaccuracy in their inferences in the outside ring (divided in the same way as the inner ring.)

To enhance this strategy with technology students could create a video newscast where they interview people or video re-enactment of the event. Students could use WeVideo to edit and add quotes or headings that enhance the video production. These could then be shared on a class channel in YouTube or Vimeo.

Another enhancement is to create an online class magazine using something like MadMagz. Each student can contribute an article to the class magazine along with pictures/maps/images. It can be published in electronic format.

#### **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.

To enhance this strategy with technology students could create a video newscast where they interview people or video re-enactment of the event. Students could use WeVideo to edit and add quotes or headings that enhance the video production. These could then be shared on a class channel in YouTube or Vimeo.

Another enhancement is to create an online class magazine using something like MadMagz. Each student can contribute an article to the class magazine along with pictures/maps/images. It can be published in electronic format.

#### **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.

#### **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.

## Instructional Supports for the Model Curriculum

### Graphic Organizers for:

- Descriptive – Web
- Compare/Contrast - Table or Venn Diagram
- Time Order - Cycle or Timeline
- Problem Solution - Flow Chart

### **Example of Integrating Graphic Organizers into Instruction**

1. Analyze the reading selection to determine a [graphic organizer](#) format that matches its organization.
2. Determine how you want students to use the organizer, before, during, or after reading.
3. The graphic organizer is intended to support comprehension. (If students are unable to complete an organizer independently, make it a group activity. Filling out a graphic organizer is not an end. If a student is unable to come up with their own words to complete a graphic organizer independently, give them strips or sticky notes with the items already written. Then have the student place them correctly in the graphic organizer. This type of accommodation benefits students who write slowly or illegible, have trouble copying from the board, and those who have a hard time coming up with their own ideas.)
4. Write a summary paragraph or essay based on the organizer to increase comprehension.

Using Creately, students can collaborate with up to 3 other students in real time and make a mind map, compare & contrast, Venn Diagram, Story Board, Fishbone, KWL etc. Graphic organizers can be exported and shared on classroom websites.

### **Three-Level Study Guide**

1. Introduce the [three levels of thinking](#).
2. Students should read the text individually, seeking evidence for their interpretations they are formulating to the questions.
3. Students should meet with and reach consensus in their small groups.
4. Lead an entire class discussion to reach whole-group consensus.

If you have students who really struggle with reading, you can divide the reading into sections (A, B, C...) and write on the worksheet what section each question comes from to help students find the answers. In addition, after the students have completed the study guide and discussed as a class you can have them each choose a question from the third level of questions and write an essay/paper to explore the question or concept further.

### **Creating Comics**

Students can [create comic strips](#) to convey their understanding of the text. To enhance this with technology use an online comic creator like PowToons.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

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.

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.

The Smithsonian Tween Tribune has multiple informational articles that are free for educational use. Most articles are engaging and match the interest levels of today's students.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>	<p><b>RI.4.4</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>RI.4.5</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.</p> <p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.</p>

**Previous Grade Level Progression Statement**

**In the previous grade level, students were expected to define words using context, to use text features efficiently and to distinguish their own perspective from that of the author of a text.**

**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.

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.

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.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### Signal Words

Have students brainstorm lists of words that signal an informational text’s organizational structure. A beginning structure can be provided as follows or they can develop the lists independently depending on the sophistication of the readers.

If the text structure is	Words that signal this structure		Add your own!
<b>Comparison</b>	as well as	also	
<b>Contrast</b>	but	although	
<b>Cause and Effect and Problem/Solution</b>	because	if ... then	
<b>Sequence/Order</b>	first	next	
<b>Description/List</b>	for instance	another	

#### Academic Word Finder Tool

The Academic Word Finder is simple to use.

*Steps to using the tool:*

1. Copy the text you want to analyze. (We recommend starting with 1-3 paragraphs.)
2. Paste that text into the open box on the homepage
3. Select the grade level
4. Click submit
5. Enter the details of your search for your reference – your search is automatically saved!
6. 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.
7. 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

For differentiation, allow students to choose 2-3 of the above uses for the academic word list. Struggling learners may need partially completed templates from which to work or even a partner.

## Instructional Supports for the Model Curriculum

### 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.

### 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.

### Instructional Resources/Tools

Harvey, Stephanie. *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*. Portland: Stenhouse, 1998 is a classic text that offers teachers the tools to help students understand nonfiction texts as tools for inquiry and understanding.

Akhondi, Masoumeh, Faramarz A. Malayeri, and Arshad A. Samad. "How to Teach Expository Text Structure to Facilitate Reading Comprehension." *The Reading Teacher*. 64.5 (2011): 368-372

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.

Allen, Janet. *Tools for Teaching Academic Vocabulary*. Portland, Maine: Stenhouse Publishers, 2014 focuses on instruction that makes students insiders with academic vocabulary.

### 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.

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b> 	<p><b>RI.4.7</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.</p> <p><b>RI.4.8</b> Explain how an author uses evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>

**Previous Grade Level Progression Statement**

**In the previous grade-level, students were expected to describe and explain the way topics in historical, scientific and technical texts connect using language specific to that content. Students determined the author’s point and the evidence used to support that point, and investigated similar main ideas and topics across texts.**

**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.

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

**Next Grade Level Progressions 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.**

## Instructional Supports for the Model Curriculum

### Instructional 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.

#### BIG FOX Graphic Organizer

B	<b>Bold</b> – List any words or phrases that are in bold print.	
I	<b>Italics</b> – List any words or phrases that are in italics.	
G	<b>Graphics</b> – Describe any graphics (photos, drawings, graphs, charts, maps, tables, etc.)	
F	<b>Facts</b> – find at least five facts found in the text	
O	<b>Opinions</b> – List any opinions found in the text.	
X	<b>X Marks the Spot</b> – In two to three sentences, write the main point of the text.	

This is a tool for helping students understand nonfiction that can be used as a pre-reading/during-reading strategy to orient the reader to the topic. (Based on a lesson from *Teaching Today at Glencoe*.)

#### 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.
4. At the bottom, students compile all they have discovered into a coherent summary statement to answer each question for the topic in general.

#### Critical Questions

Allow students to [generate critical questions](#) about the topic. Challenge students to generate additional questions after writing their summary.

## Instructional Supports for the Model Curriculum

### R.A.F.T. Reading and Writing

**R.A.F.T.** is a reading and writing strategy that helps students understand the role of a writer, the audience, varied formats for writing, and the topic they will be writing/reading about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences. This strategy encourages creative thinking and motivates students to reflect in unusual ways about concepts they have read as they respond to prompts for the following:

**Role of the Writer:** Who or what are you as the writer?

**Audience:** To whom are you writing?

**Format:** In what format are you writing?

**Topic and strong verb:** What are you writing about? Why? What's the subject or the point?

Watch a [video](#) of this strategy.

### Instructional Resources/Tools

The article Gill, Sharon R. "What Teachers Need to Know About the "new" Nonfiction." *The Reading Teacher*. 63.4 (2009): 260-267 includes strategies for teaching and criteria for selection nonfiction.

### **Reader Response Organizational Tools**

The following link may help your readers organize their reading response pieces, reading logs, etc. all in one place:

Center Grove Community Schools – [Reading response \(requires log-in\)](#)

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standard</b>	<b>RI.4.10</b> 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.

**Previous Grade Level Progression Statement**

In third grade, students were expected to read widely and deeply from a broad range of high-quality, increasingly challenging informational texts.

**Content Elaborations**

Readers comprehend historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

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.

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Drawing Connections**

Read a section of informational text and think aloud about a [connection](#) that can be made. Model creating a visual representation based on that connection. Then write a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text, using what you did as an example. Next, have them write a sentence or paragraph explaining that connection. Have students share their drawings and explain connections in pairs or small groups.

#### **Using Metacognition to Comprehend Text**

To help students comprehend informational texts, encourage them to think [metacognitively](#), to think not just about what they are reading, but how they are reading it. As they encounter difficulty, encourage them to follow these strategies in their thinking:

- Identify where the difficulty occurs,
- Identify what the difficulty is,
- Restate the difficult sentence or passage in their own words,
- Look back through the text, and
- Look forward in the text for information that might help them to resolve the difficulty.

#### **Rewordify**

Rewordify is a computer program that allows teachers to easily differentiate reading assignments. Teachers can select any document to “rewordify” and the site creates a simpler version of the text. When students hover on challenging words it gives synonyms and the option to “learn the word” by creating interactive custom lessons, vocab lists and cloze passages. Students are in charge of thinking about the words they do not understand and identifying them from the passage. Teachers receive reports on amount of time spent reading a passage, words learned and learning errors.

#### **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.

### Instructional Resources/Tools

***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.

#### **Student Tool for Rating Nonfiction Resources**

Students can interact with and evaluate the relevance of a nonfiction book using this [tool](#).

**READING FOUNDATIONS STRAND**

<b>Strand</b>	<b>Reading: Foundations</b>
<b>Topic</b>	<b><i>Phonics and Word Recognition</i></b>
<b>Standard</b> 	<b>RF.4.3</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.

**Previous Grade Level Progression Statement**

**In the previous grade level, students show their ability to decode all letter-sound correspondences, use affixes appropriately, and sound out unfamiliar multisyllabic words using that knowledge.**

**Content Elaborations**

- Readers decode text and use word parts to determine word meaning.
- Readers learn that many English words are derived from Latin and Greek origins.
- Frequent use of word roots and affixes enhances decoding, spelling, and vocabulary development.

**Next Grade Level Progression Statement**

**The standard is the same in the grade 4-5 grade band. Students are expected to build their vocabulary knowledge using their understanding of word parts as they interact with increasingly complex text.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Morphemic Analysis**

Morphemic analysis explicitly teaches students about [morphemes](#), which include root words, Greek and Latin roots, and affixes (prefixes and suffixes), and typically involves providing instruction on meaning of the word parts, how to disassemble the word into word parts, and how to reassemble the word parts to derive word meaning. This instructional strategy is highly effective for use with content area text.

#### **Teaching Irregular Word Reading**

Instruction of irregular words should focus students' attention on all the letters in a word. The more difficult the irregular word, the more practice will be necessary. To determine the difficulty of an irregular word, two aspects can be considered: 1) the number of irregularities in the pronunciation of the word's sound-spelling correspondences and 2) whether the word is in the student's oral vocabulary.

#### **Foldables**

Have students make [foldables](#), three-dimensional interactive graphic organizers, to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words.

#### **Structural Analysis Charts**

Create a chart that organizes words according to structural features. For example, in a lesson focusing on affixes, give students post-it notes with words having common affixes. The chart could have three divisions:

- Words with prefixes
- Words with suffixes
- Words with both.

Have students place their post-it notes in the correct locations on the chart. These charts can be used to sort word types (i.e., nouns, pronouns) or word comparisons (antonyms, synonyms), etc. To enhance with technology, have the students create the chart in Excel and teach them how to label and sort the list for quick access to various categories.

### Instructional Resources/Tools

#### **Reading to Learn: ELLs in Grades 4**

Many students encounter difficulty as they transition from "learning to read" to "reading to learn" in fourth grade, and this difficulty can be even more pronounced for English language learners. [This webcast](#) explores effective strategies for instruction and assessment that can help teachers support their ELL students.

Pinnell, Gay Su and Irene Fountas. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* (Portsmouth, NH: Heinemann, 1998) provides the foundation for word study focuses on the interconnectedness of the reading writing process and provides specific strategies and lessons.

### Instructional Supports for the Model Curriculum

Nagy, W, V Berninger, and R Abbott. "Contributions of Morphology Beyond Phonology to Literacy Outcomes of Upper Elementary and Middle-School Students." *Educational Administration Abstracts*. 42.4 (2007)

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

Moats, Louisa C, and Louisa C. Moats. *Speech to Print: Language Essentials for Teachers*. Baltimore: Paul H. Brookes Pub. Co, 2010 provides educators with the necessary tools to understand the structure of written and spoken English, understand how children learn to read, and apply this foundational knowledge as they deliver explicit, high-quality literacy instruction.

Honig, Bill, Linda Diamond, and Linda Gutlohn. *Teaching Reading Sourcebook*. Novato, CA: Arena Press, 2013 provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models

<b>Strand</b>	<b>Reading: Foundations</b>
<b>Topic</b>	<b>Fluency</b>
<b>Standard</b> 	<p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-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, rereading as necessary.</li> </ul>

**Previous Grade Level Progression Statement**

In the third grade, students were expected to read grade-appropriate text with purpose and understanding and self-correct reading when miscues were made.

**Content Elaborations**

The focus of **Fluency** is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast, but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation.

Once readers are able to read with automaticity, they will read with expression. Fluent readers use context and self-correction to confirm understanding. Fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension. Fluent readers benefit from multiple opportunities to read independent grade-level text.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to increase fluency as the complexity of text (in topic and structure) also increases.

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Fluency Tutor® for Google Chrome™**

Teachers can choose from hundreds of existing reading passages based on content, Lexile level or reading age. Teachers can also create their own passages from web pages, docs, or other content. Students can create, share, read, and record reading passages from almost anywhere. It includes text-to-speech, dictionary, picture dictionary and translate tools and Quick Score gives immediate feedback to students without the need for full assessment. This [video](#) is provided for teachers to see the way the tutor works.

#### **Assisted Reading**

Students need proficient fluency models in order to monitor their own reading (Blevins, 2001). Assisted reading is a set of instructional methods that provide support to students through fluent models before or as they read.

**Teacher-Assisted Reading** - Teachers reading aloud effortlessly and with expression provides a fluency model for students. To build fluency, it is important for students to see the words that are being read as they hear them being read.

**Audio-Assisted Reading** - Audi-assisted reading allows for students to follow along in their book (seeing the text is a critical element) as they hear a recording of a fluent reader read the book. In this strategy, students read without an adult so it is important appropriately match students to texts using a student's independent reading level.

#### **Paired Reading**

Two readers at different reading levels sit side-by-side and read a text chosen by the less-abled reader. They read for 10 to 20 minutes, taking turns assisting each other with unknown words. (Adapted from Topping, Keith J. *Paired Reading, Spelling, and Writing: The Handbook for Teachers and Parents*. London, 1999.)

#### **Say It Like a Character**

Students read a selected segment of dialogue from a popular book/movie in the style of the character. For example, two students could select a dialogue from *Charlotte's Web* (E.B. White), with one being Wilber the Pig and the other being Charlotte.

### Instructional Resources/Tools

Rasinski, Timothy, Susan Homan, and Marie Biggs. "Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence." *Reading & Writing Quarterly*. 25 (2009): 192-204. This [article](#) shows the effectiveness of proven programs to improve fluency and suggests use of authentic texts to be practiced and performed.

Clark, Rachel, Timothy G. Morrison, and Brad Wilcox. "Readers' Theater: a Process of Developing Fourth-Graders' Reading Fluency." *Reading Psychology*. 30.4 (2009): 359-385. This article provides research-based information about the effectiveness of reader's theater in increasing not only fluency rate but also the comprehension and motivation of intermediate readers.

#### **Fluency: Phrase Fluency**

[Instructional materials](#) with words and phrases for building fluency. Includes 154 sets of words and phrases.

**Instructional Supports for the Model Curriculum**

**Fluency: Chunking Text Effectively**

[Lesson](#) teaching students to use effective phrasing, or chunking, as they read. Also provides an example of how to adapt this lesson to meet specific students' needs.

**Adapted**

[Lesson](#) teaching students to use effective phrasing, or chunking, as they read.

**Extensive Adaptations**

[Lesson](#) to build fluency by reading two-word phrases in isolation.

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). *Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards*. Portsmouth, NH: RMC Research Corporation, Center on Instruction).

**WRITING STRAND**

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Text Types and Purposes</i></b>
<b>Standards</b> 	<p><b>W.4.1</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>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>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p><b>W.4.3</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>Orient the reader by establishing a situation and introducing a narrator and/or character(s); organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>

**Previous Grade Level Progression Statement**

**In the previous grade level, students were expected to write text in a variety of genres that reflected simple organizational patterns. They were expected to demonstrate knowledge, including content understanding and support for their written opinions.**

**Content Elaborations**

Writers understand the craft and development of writing and demonstrate an adequate command of basic conventions. They will develop opinion pieces, informative/explanatory writing, and nonfiction narrative writing (e.g., literary journalism, historical account, biographies, memoirs, eye-witness account, news/magazine article recounting an event, nonfiction storyboard, diary, sequential photo essay, observation log, narrative poetry, retell, etc.) using clear and relevant evidence from credible sources. The evidence provided should be presented

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Text Types and Purposes</i></b>
<p>logically so that writers can clarify relationships between and among ideas. In addition, fiction narrative writing should convey real or imagined situations in a detailed and well-structured sequence of events.</p> <p>Writers establish a focused opinion on a topic and maintain it throughout their writing. The writing will start with an introduction. Writers use words and phrases to link their ideas, including the relationship between their evidence and elaborations. Writers' elaborations should include their own thoughts on how the evidence connects to their opinion. The opinion piece will end with a conclusion.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to produce formal writing in a style that reflects a deeper conceptual understanding of the genre (opinion, explanatory, and narrative) and its characteristics.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<b><u>Instructional Strategies</u></b>	
<p><b>Power Writing</b>  <a href="#">Power writing</a> helps to develop well-written paragraphs. This strategy helps students develop a controlling idea, use of transitional words, and create a conclusion for their written piece. Students can use three different colored highlighters to locate and highlight each part of their writing in this strategy. Initially they can first use exemplar or sample pieces, then use the strategy with their own writing.</p> <p><b>Nonfiction Narrative Writing</b>                      With narrative nonfiction the main point is not presented in the first paragraph—compelling true narrative, much like journalistic writing, keeps the reader reading to find out what happens, and the journey to the epiphany is half the point. Narrative nonfiction--joins good research (as in informational or explanatory writing) with compelling, character-driven storytelling and reads more like a novel. The following link to a strategic framework for teaching students how to write non-fiction narratives and will clarify the differences between nonfiction and fiction narrative writing as well as the similarities between non-fiction narrative and informational or explanatory writing.</p> <p><b>Shared Writing</b>  <a href="#">Shared writing</a> incorporates the use of teacher modeling to demonstrate how to properly compose a piece of writing. It provides an exemplar text that students can refer to while working on their own writing. It makes writing expectations clear to students.</p> <p><b>Narrative Nonfiction Writing</b>                      Non-fiction narrative writing is considered a “bridge” to teaching students how to make the transition to informational and explanatory writing. <a href="#">“Narrative Nonfiction: Diving Into Information Writing”</a> offers assistance and instructional strategies and will guide teachers in how to teach nonfiction narrative writing correctly.</p>	

## Instructional Supports for the Model Curriculum

### Graphic Organizers

Have students use graphic organizers to plan their writing. For example, when writing an opinion piece, students can connect opinions to their reasons. Arrows show the connection from the opinion to the reason. Students can write linking words or phrases on the arrow to connect the two. Completed graphic organizers can then be used to help write the information in paragraph form.

### Graphic Organizers for Writing

[Graphic Organizers](#) can be used to help students get their thoughts in order before they begin to draft their assignment. They allow students to organize information into logical patterns such as sequence, cause and effect, and problem - solution. During the prewriting stage, graphic organizers can assist students in generating ideas and planning a course of action.

### Using Transitional Devices Correctly

Transitional devices are like bridges between parts of your paper. They are cues that help the reader to interpret ideas a paper develops. Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. Finally, transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas. There are several types of transitional devices, and each category leads readers to make certain connections or assumptions. Some lead readers forward and imply the building of an idea or thought, while others make readers compare ideas or draw conclusions from the preceding thoughts.

The [Purdue OWL](#) site provides a definition of transitional devices and houses writing resources and instructional material. Teachers will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction. The following link will provide the clarification, examples, and lessons teachers need to help students understand and be able to apply transitional techniques to their own writing.

### Supporting Roles

Give students a major character, someone they would mostly all know (e.g., Mickey Mouse, LeBron James, SpongeBob, the President of the United States, etc.) and ask them to write a story from the point of view of someone who works for this person. Have them answer the questions: Who is this person? What do they do? Why is their Job Important? What does their day look like?

### Describe it!

Start with simple descriptions. Have students describe an object in the room using as many sensory details as possible. Bring a collection of strange objects to the classroom to increase the challenge. Next, have students write descriptive expository pieces from memory. Have each student describe a favorite place, the view from his or her bedroom window or a perfect sunset. Keep the emphasis on sensory details at first. Have anchor charts visible/available with each sense and words to describe each. This activity will help with sparking ideas and getting correct spelling.

## Instructional Supports for the Model Curriculum

### Instructional Resources/Tools

#### **Forms of Writing**

The following [site](#) lists multiple writing forms (including but not limited to letters, persuasive, descriptive); and provides explanations and text samples.

#### **National Writing Project**

The [National Writing Project](#) is a university-based partnership that provides resources and research to K-12 teachers to encourage accomplished writing, engaged learners, and active participants in a digital interconnected world.

#### **Practice Writing Prompts**

The PDF contains released practice opinion and informative/explanatory [writing prompts](#) with texts and rubrics ready to use.

#### **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.

#### **Rubrics to evaluate student's writing and teach students what they should include in their writing pieces:**

[Ohio Writing Rubrics Grade band 3-5 Opinion;](#)

[Ohio Writing Rubric Grade band 3-5 Informative/Explanatory](#)

[Narrative Writing Rubric](#)

#### **Language Support for Diverse Learners**

Students with barriers to language may benefit from first having some examples of opinion, informative and narrative pieces with portions of the writing missing. They could fill in the missing information, such as opinions, linking words and phrases, dialogue. These could serve as an alternative activity for students who need more scaffolding initially.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Production and Distribution of Writing</i></b>
<b>Standards</b> 	<p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).</p> <p><b>W.4.6</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.</p>

**Previous Grade Level Progression Statement**

**In the previous grade level, students developed a basic understanding of the writing process and the ways technology could be used to enhance and extend their writing. They understand that revisions can occur over time and revise and edit their writing to produce a final product.**

**Content Elaborations**

Writers apply a multi-stage, reflective process that requires planning, drafting, revising, editing, and publishing. Writers are able to determine a writing genre (opinion, informative/explanatory, or narrative) necessary for a specific task, purpose, and audience. Writers will develop and organize their writing to establish a clear focus.

The stages in the writing process should consist of planning, drafting, revising (revisions of the text that clarify the intended meaning and enhances the word choice, ideas, and details), editing (text should include appropriate capitalization, punctuation, grammar, and spelling) and publishing.

The appropriate use of technology, including the Internet, in producing and publishing writing is important during this grade level. Writers will collaborate with peers and adults throughout the writing process, as they work toward the publication of writing. Writers will increase their familiarity with keyboarding skills through practice in the context of each writing task.

**Next Grade Level Progression Statement**

**In the next grade, students are expected to continue development of a cohesive writing style that reflects the full range of the writing process and show authentic, independent, or collaborative use of technology to enhance and extend that writing.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Four Square Writing**

[Four Square](#) writing is a strategy that helps students organize writing for different purposes into a multi-purpose template.

#### **Keeping it Real**

Having an authentic audience beyond the classroom gives student writing more importance and helps students to see a direct connection between their lives and their literacy development. Students learn to write with their audience in mind by writing for authentic purposes. A student could craft a letter to a family member giving reasons for and describing why this person is important to her/him.

#### **Peer Review**

Students strengthen their own writing by analyzing the writing of their peers. They are able to see ranges of writing that go from developing to exemplary. Here are some examples to begin this process:

##### [Peer Edit with Perfection](#)

Peer Edit with Perfection PowerPoint [Tutorial](#)  
[Roles](#) of Responder and Writer in Peer Editing

#### **CUPS Method of Editing**

[CUPS](#) is a mnemonic device that can be used to remind students what to look for when they proofread.

C-Capitalization: sentences, names, places, month's, titles.

U-Usage: match nouns and verbs correctly

P-Punctuation: ? . ! , ""

S-Spelling: check all words, use your resources

#### **ARMS Method of Revision**

[ARMS](#) is a mnemonic to use with students when they are revising a writing piece. This strategy helps them differentiate revising from editing.

A-Add sentences and words

R-Remove unneeded words and sentences

M-Move a sentence or word placement

S-Substitute words or sentences for others

## Instructional Supports for the Model Curriculum

### The ARRR Method of Revision

Encourage student writers to ask the following questions about their expository writing. Use the letters ARRR to remind students of the process.

- **Adding**           What else does the reader need to know?
- **Rearranging**    Is the information in the most effective order?
- **Removing**       What extra details are included in this piece of writing/what can go away?
- **Replacing**       What words or details could be replaced by clearer or stronger ones?

<http://www.efltasks.org/public/files/fcc90a4153ced83e0bd9ac64ce0784ef.pdf>

### Sentence Combining

[Sentence combining](#) teaches students how to use different sentence structures in their writing, and it can be used to teach punctuation skills. This strategy can be used during the editing process.

### Online Writing Support

[Online tools](#) to assess your students' writing and build sentence structure skills. This site includes many common core standards.

### Graphic Organizers for the Writing Process

[Graphic Organizers](#) can be used to help students get their thoughts in order before they begin to draft their assignment. They allow students to organize information into logical patterns such as sequence, cause and effect, and problem - solution. During the prewriting stage, Graphic Organizers can assist students in generating ideas and planning a course of action.

### Read All About It!

Students collaborate to create, publish, and market a [classroom digital newspaper](#). Have students research the types of articles included in a real newspaper and the styles in which they are written. Students can incorporate how-to writing, persuasive pieces, and informative articles in their newspaper. Invite a local journalist in to talk about putting together expository writing.

### Instructional Resources/Tools

#### Using Technology in Standards-based Instruction

[The guide](#) will help get technology started with the writing processes. It has suggestions for one computer in a room to multiple computers in a classroom. There are many hyperlinks to use.

#### Essay Map Online Tool

[This resource](#) can be used to help students organize multiple pieces of writing online.

## Instructional Supports for the Model Curriculum

### Technology & English Language Learners

[English language learners'](#) experience with technology can vary greatly from one student to the next. Some kids may have never used a computer. Others may be doing all of the troubleshooting for their classmates! This site provides ideas for using technology with ELLs, activities for using multimedia tools, and bilingual tips for managing media and technology tools at school and at home.

### Assistive Technology for Diverse Learners: What It Is and How It Works

[Assistive technology \(AT\)](#) can be an effective accommodation. Understanding what AT is and how it works is the first step toward finding the right tools for your child. There are many kinds of AT that help kids with learning and attention issues. These tools can help them work around their challenges while playing to their strengths. This helps them become more successful, productive students. At the same time, their confidence and independence can grow.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b><i>Research to Build and Present Knowledge</i></b>
<b>Standards</b>	<p><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 4 Reading standards 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].”).</li> <li>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ul>

**Previous Grade Level Progression Statement**

**In the previous grade level, students used prior knowledge and focused searches to collaboratively research topics. They used the research process to ask questions and search for answers in appropriate, reliable resources. Their research helped them develop new knowledge and that knowledge was used to support their analysis, reflection, and research in the writing process.**

**Content Elaborations**

Writers build knowledge and engage in the process of inquiry and research.

Writers will conduct short research projects on a topic. They will collect and categorize information from multiple sources (including but not limited to media, interviews, surveys, and observations) to gather relevant evidence and details. Writers will exclude evidence that does not support the inquiry, as well as evaluate the information for accuracy, credibility, and reliability. Writers will provide a list of sources to appropriately support their research.

Writers use relevant information to support their analysis, reflection, and research. They provide an elaboration on how the author’s words support their response.

**Next Grade Level Progression Statement**

**In the next grade level, students are expected to conduct short research projects from a source, recall information from experiences or gather information from print or digital sources, categorize it and provide a list of their sources. This is the first step toward using a citation style in later grades. Students used the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Conduct a Short Research Project**

As a class, develop a “Teacher Survey” (using an electronic media such as Google Forms) to distribute to the teachers in the building. Students work in small groups to craft at least 2 questions they want to teachers to answer. Ask your building teachers to take the survey, and then analyze the results as a class.

#### **Underline and Write More**

Once students have added support from the text to their paragraphs, they use the *Underline and Write More* strategy to include precise language and concrete details. Students reread it to find a word or phrase you can tell more about. Once you find that word(s), underline it. Then they elaborate using a definition, description, sensory detail, interesting example, etc. to elaborate on or clarify their supporting detail. Have a list of suggested “sentence starters” to use when asking students to “write more”.

#### **List Group Label**

The [list-group-label](#) strategy is a way to brainstorm ideas or a question for a short research project (use books, magazines or the Internet for ideas). Take brief notes from sources. Sort the evidence into categories using the list, group, label strategy. Categorizing through grouping and labeling helps students organize new concepts in relation to previously learned concepts.

### Instructional Resources/Tools

#### **Writing Research Resources**

[This resource](#) provides teachers lesson plans for writing research projects. Graphic organizers, lesson plans, and differentiated resources are included.

#### **Using The Houdini Box**

In this [lesson](#), students will use reading strategies to gather information to make a new ending for the story. They will work through the writing processes to synthesize their information from the reading to demonstrate their own creativity.

#### **Teaching Research to Diverse Learners**

[This website](#) provides research and resources for teachers to assist them in supporting students with diverse learning styles and abilities.

#### **Teaching Writing to Diverse Learners**

[These articles](#) provide information for teachers to help them differentiate and plan instruction for students with diverse learning abilities and styles.

**Instructional Supports for the Model Curriculum**

**Lesson Plan: Looking at Landmarks Research Project**

A picture book will provide the inspiration to begin a [research project on famous landmarks](#). Students will research a landmark. They can write an informative essay or use the online tool to create a flipbook with their information.

1. Teach students how to take two column notes when researching, to help students with organizational needs.
2. Provide a list of adjectives/descriptions students can choose to include for characters, setting, etc. This will allow students who have not mastered spelling to incorporate more varied vocabulary.

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b>Range of Writing</b>
<b>Standard</b>	<b>W.4.10</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.

**Previous Grade Level Progression Statement**

In the previous grade level, students routinely produced writing 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.

**Content Elaborations**

Effective writers build their skills by practicing a Range of Writing. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, writers must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to 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.

**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**On-Demand Writing Words**

Provide opportunities for students to work with direction or command words that are often included in on-demand writing prompts. Teach the direction words as students are developmentally and academically ready to tackle the tasks associated with them. • *Describe* means to show the characteristics of the subject to the reader using visual or sensory details.

- *Explain* means to make something clear or easy to understand.
- *Discuss* means to provide information about all sides of a subject.
- *Compare* means to show how things are the same; contrast means to show how things are different.
- *Analyze* means to break apart the subject and explain each part.
- *Persuade* means to convince the reader of an argument or claim.
- *Justify* means to give reasons, based upon established rules, to support an argument.
- *Evaluate* means to make a judgment about the good and bad points of a subject.

## Instructional Supports for the Model Curriculum

In addition to classroom anchor charts for each of these On Demand Writing Words, some students may need individual booklets with definitions and examples of each written in text at their own reading level. Students can refer to these definitions and samples when given a task using one of these words. It might be useful to put them in the booklet alphabetically.

### Instructional Resources/Tools

Wilhelm, Jeffrey D. *Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas with Guiding Questions*. New York: Scholastic, 2007 includes lessons, strategies, and questioning methods to incorporate inquiry into classroom practice.

### **SERP Lesson Materials from Word Generation for English Language Learners**

Although [Word Generation](#) was originally designed for instruction of vocabulary across the content areas, for the CREATE program of research, the materials were implemented in English language arts to help EL students -

- Build a “working vocabulary” in order to improve written expression as well as oral expression.
- Build writing stamina over time by asking students to write for 5 minutes daily.
  - Break writing assignments into smaller pieces or sections, chunking as needed for individual students.

### **R.A.F.T. Writing Strategies**

This [resource](#) provides R.A.F.T. writing tools for instruction.

*What Works in Writing Instruction: Research and Practice* by Deborah Dean: This text is a great resource for teaching students how to write from research.

### **Diamante Poems**

Students can create, publish, and print or submit [this style of poem](#) online. This is a scaffolded activity.

**SPEAKING AND LISTENING STRAND**

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
<b>Standards</b>	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul 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> </ul> <p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p>

**Previous Grade Level Progression Statement**

**In the previous grade, students learned that effective speakers and careful listeners are actively engaged in collaborative learning. For these collaborations and understandings to take place, students must be able to listen carefully. These collaborations should include opportunities to work with other students of varying viewpoints.**

**Content Elaborations**

Effective speakers and careful listeners are actively engaged in collaborative learning. Students come to a discussion with more than a basic comprehension of the text or media. They have a deeper understanding of the topic that has led them to form ideas and questions to be posed to the group. As students listen to ideas drawn from their peers’ understanding of the text or media, they compare them with their own, considering whether these new viewpoints change or reinforce their original thoughts.

For these collaborations and understandings to take place, students must be able to listen carefully; ask clarifying questions to rationally respond to what they have heard, while making reference to the speaker’s reasons and evidence.

**Next Grade Level Progression Statement**

**In the next grade, students are expected to engage effectively in a range of diverse, collaborative, and multi-structured (i.e., formal, informal, one-on-one, in groups, and teacher-led, etc.) discussions while interpreting and analyzing the information presented. They will also be expected to summarize a speaker’s points and claims, evaluating the logic of the reasoning and determining the relevance and accuracy of the evidence.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Think-Pair-Share**

[This activity](#) can be used to facilitate collaborative discussions. Teachers start by posing a question that students need to think and respond to individually. Once students are done writing their responses, they have time to turn to a peer and share what they wrote. This ensures every student has a chance to participate in an informal discussion. Once the pairs share their responses, the teacher may call on students to share their responses with the entire class.

#### **Socratic Seminar**

[Socratic Seminars](#) can be used for classroom discussions. Teachers come up with questions based on a text the students have read recently. Prior to the Socratic Seminar, students are expected to answer those questions. They bring their prepared answers to class. Half of the students sit in an inner circle, while the other half sit in an outer circle. Students should partner up (one student in the inner circle with one student in the outer circle).

The students in the inner circle will share their responses and build off of each other's responses. The teacher sits back during the discussion and only interjects if needed. Students in the outer circle should be observing their partner in the inner circle. Teachers can have them write down some positives about their partner, as well as things they can improve. Once the set time is up, students should switch positions, with students in the inner circle taking the place of students in the outer circle and vice versa.

#### **Four Corners**

This strategy can be used for informal discussions, or as preparation for a formal discussion. Teachers should label the four corners of the classroom as strongly agree, agree, strongly disagree, and disagree. The teacher will pose questions to the class, and students go to the corner that represents their opinion on that topic. Once students are in the corner that represents their opinion, the teacher can have students get into pairs/small groups and participate in mini-debates about the topic. Once students are done with their debates/listening to their peers, the teacher will pose the same question. Students have an opportunity to change corners or stay in the corner they originally chose.

*This activity is particularly useful for ELL students because it builds on prior knowledge and strengthens oral language skills.*

#### **Discussion Web**

A [Discussion Web](#) is a graphic aid for teaching students to look at both sides of an issue before drawing conclusions. It can be either a pre-reading or pre-writing activity, not just as a post-reading strategy. It requires students to work in cooperative learning groups, not alone. (Alvermann, 1991)

#### **Jigsaw**

Using [Jigsaw](#) (a cooperative learning structure), students draw a card with a section of the topic on it. Students research their assigned topic and get in a group with classmates who also have that topic. Students share their information with one another and collaboratively come up with what to include and how to teach that topic to classmates that have other topics. Students re-form groups so that each topic is included. Each group member shares his or her part of the topic so that a full understanding is now held by all students.

## Instructional Supports for the Model Curriculum

### Post-Its

Students take notes to help them remember main points when it is their turn to share out in classroom discussions. Post-it notes are an easy way to make sure students are prepared to share thoughts with a partner, small group, or whole class. It is easy to forget an important idea that came to mind as you continue to read along in the text and this practice provides students the opportunity to quickly stop and reflect before they continue reading. This [video](#) shows the Post-Its strategy in action.

### Detailed Description and Listening Carefully

This activity will focus student attention on the skills necessary for giving an accurate description and the strategies used to listen carefully and critically.

- Ask a volunteer to leave the room.
- While the volunteer is out of the room, select an object in the room that everyone can see (for instance, a bulletin board or a large globe). Give students two or three minutes to write a description of the object.
- Bring the volunteer back into the room. Have three volunteers read their descriptions and see if the volunteer can guess the object. If he or she cannot, have more people read their descriptions.
- Once the volunteer has identified the object, ask him or her: What was that like? What gave you the best clues as to what the object was? (Adapted from the Morningside Center for Teaching Social Responsibility.)

### Reluctant Speakers

Students can record their voices while delivering their presentation, speech, debate, etc. This is a great strategy for improving the fluidity of their delivery and allows them to critique their own performance.

### Instructional Resources/Tools

#### Discussion Strategies

This [site](#) lists several strategies for teaching students how to prepare for discussions and collaborate with others to develop ideas.

Polette, Keith. *Read & Write It Out Loud!: Guided Oral Literacy Strategies*. Boston: Pearson/Allyn and Bacon, 2005 provides best practices to help students develop literacy skills through listening, reciting, reading, and writing.

#### Teaching your Students How to Have a Conversation

Research suggests that when learners are exploring a concept for understanding, trying to answer a question, or trying to solve a problem, they are more successful if there is an opportunity to [engage in dialogue](#) with another learner. This article provides information on how to increase opportunities for structured student conversations. (*Edutopia*, 2015)

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Presentation of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>SL.4.4</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><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.4.6</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.</p>

**Previous Grade Level Progression Statement**

**In the previous grade level, students learned that effective speakers report and respond in complete sentences when conveying information. They also make choices regarding pacing and the use of formal and informal language. Speakers should be able to present a topic and to evaluate their own speaking and listening, both critically and reflectively through the use of audio and/or visual recordings of themselves.**

**Content Elaborations**

Speakers should be able to present on a topic, text, or experience. Depending on the presentation style, speakers' reports should be structured accordingly. The report's focus should be on the main idea or theme with reference to specific details that support it. Speakers will enunciate words clearly and speak at a pace that is comprehensible to their audience.

To improve their presentations, speakers may add audio recordings and visual displays. The audio recordings and visual displays should further develop the main idea or theme that the speakers are addressing in their presentations.

Speakers should be able to distinguish between formal and informal speaking situations. Formal situations include individual or group presentations and debates. Informal situations include collaborative discussions (one-on-one, in groups, and teacher-led). Once speakers determine whether the speaking situation is formal or informal, they can apply the appropriate style of language to present to that audience.

**Next Grade Level Progression Statement**

**In the next grade, students are expected to present an opinion and include relevant facts using appropriate eye contact, adequate volume, and clear pronunciation. By including multimedia components and visual displays, the students are expected to adapt their delivery to a variety of contexts and tasks, demonstrating a command of formal English when indicated.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Digital Storytelling**

Students write a story and use drawings, clip art, pictures from magazines, etc., to illustrate their story. Students incorporate the visuals into PowerPoint/Google Slides and tell their story to another group of students.

#### **Project-based Learning**

[Project-based learning](#) is an inquiry-based unit of study that begins with a burning question that students will answer through research, collaboration, and creative expression. Students eventually will need to present their findings to an authentic audience of both their peers and members of the community—whether that is the school community of parents and administrators or local community members. Their final presentation is an opportunity to synthesize the information they have found and share it in a meaningful way.

#### **Collaborative Discussions**

In collaborative discussions, students pose and answer questions in a small group. Their discussions will provoke students to consider different perspectives. This [video](#) shows how teachers can use collaborative discussions to formatively assess students.

#### **Siskel and Ebert**

Kids become critics! Students are given a rubric to assess the speaking skills of videotaped speakers. These can be from the media, adults, teachers, volunteer students, etc. They can share their critiques in small group to discuss the qualities of a good speaker.

#### **In and Out**

Students are given a variety of statements on the same topic. Then the teacher gives a main idea (presumably for a speech that will be written) that is more focused than the broad topic. Students place all appropriately related statements IN a circle on the board and all irrelevant statements OUT.

#### **Rating Formal and Informal Language**

Students are asked to [rate](#) a variety of statements that range from completely informal (1) to extremely formal (5). This pdf is an example of some statements students can work with.

#### **Translating Formal and Informal Language**

Students are given a [formal passage](#) and asked to translate the language when writing in an informal context. This can also be done in reverse. Below is an example of some passages to try.

#### **Same Message...Different Audience**

Students write a general letter on a specified topic. They rewrite the letter three times, with three different audiences in mind, ranging from casual to formal. (Example: The students may write a letter about needing to change the date of a scheduled event. They write it once to their best friend, once to their teacher, and once to a member of the city council.) Students compare and contrast the language appropriate for each communication.

## Instructional Supports for the Model Curriculum

### Style-Shifting: Examining and Using Formal and Informal Language Styles

This [lesson plan](#) requires students to compare and contrast formal and informal language. Students will switch formal language to informal language and vice versa. Students will be able to apply that knowledge when they speak in different contexts.

### Writing a Public Service Announcement

Presenting a [PSA](#) about the Importance of Voting

### Instructional Resources/Tools

The article Boyce, Janet S, Sheila R. Alber-Morgan, and Jeanetta G. Riley. "Fearless Public Speaking." *Childhood Education*. 83.3 (2007): 142-150 provides strategies for making students comfortable with oral communication and presenting information to their peers.

### Fifteen Formal Words Video: YouTube

This [video](#) offers formal suggestions of words that can replace everyday words to offer a more formal tone when speaking or writing. The formal word is written and spoken and the word it can replace is written below.

### Formal vs Informal Language

This [lesson](#) has resources and strategies that model and practice the appropriate use of different types of language in a fun and engaging way.

### Presentation Tech Tools for Kids

[This site](#) offers 20 presentation tech tools for students. Some are for mobile device apps and some are for web-based tools.

### Oral Presentation Rubric

This [rubric](#) can be used as a tool to prepare students for oral presentations.

### Lessons for Teaching Speaking and Listening Standards

[This site](#) provides multiple lessons and units to support speaking and listening standards.

### Oral Language Development and ELs: 5 Challenges and Solutions

Dr. Lindsey Moses Guccione shares [five key challenges](#) related to the oral language development of ELs, as well as tips for addressing each of the challenges.

**LANGUAGE STRAND**

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b><i>Conventions of Standard English</i></b>
<b>Standards</b>	<p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</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., to, too, two; there, their).</li> </ul> <p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul 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> </ul>

**Previous Grade Level Progression Statement**

**In the previous grade level, students were expected to have a basic understanding of and experience with the rules of grammar and usage of mainstream English. Students understand when it is appropriate to use unconventional writing techniques to convey a message effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening.**

**Content Elaborations**

Students use relative pronouns and adverbs as well as progressive verb tenses. They demonstrate more command over the structure of their sentences through accurate word order and use. They build more complete sentence structures that convey more information through the use of prepositional phrases.

Students demonstrate mastery of the rules of capitalization and correct punctuation within sentences to mark dialogue and citations, as well as use a comma before a coordinating conjunction. Students apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening.

**Next Grade Level Progression Statement**

**In the next grade level, students are expected to develop a stronger command of language conventions as they are used in speaking and writing to convey more complex information.**

## Instructional Supports for the Model Curriculum

### Instructional Strategies

#### **Grammar Dance**

This strategy starts with whole group practice where students generate sentences using different parts of speech. Students will then work in small group to come up with their own sentences. Groups come up with dance moves that correspond to the different parts of speech. They will perform their sentences in front of the class. This strategy is very beneficial to kinesthetic learners. Watch a [video](#) demonstration of this strategy.

#### **Convention Mini-Lessons**

Plan weekly mini-lessons on conventions by focusing on errors found in student-generated writing. Use these lessons to create an accumulated list of conventions and their corresponding uses. This posted list can be used as a prompt for writing (i.e., select one of the statements about ending punctuation and use that tool in your writing today).

#### **What the Teacher Wrote**

Prepare a writing sample with grammar and convention errors. Practice editing either in a whole group or in small groups using projection equipment if available. Editing marks can be introduced for student use. This activity can be repeated as often as necessary, with a focus on a particular skill set. Always use teacher-created text rather than student writing for this activity.

Some students can be given a specific task within this strategy, based on their own level or need. For example, one student could be looking for capital letter errors, or ending punctuation, or proper nouns, etc. If the same student is looking for the same mistake over a series of days/events, he/she will become more familiar with more opportunities to edit for the same error.

#### **Multiple-Meaning Flaps**

This strategy helps students to develop their knowledge of multiple-meaning words. Fold a piece of paper the hotdog way (long and narrow). On the top sheet, cut the page into three equal parts, cutting only back to the fold. On each flap, write the word that has multiple meanings (i.e., the word close). Under the left flap, draw an image and write a corresponding sentence that shows one definition of the word. Repeat the process with the right flap. Under the middle flap, craft a sentence that uses both meanings of the word.

#### **Ellipses and Question Marks**

Discuss the purpose of ellipsis (e.g., The door opened and there was...) and use question marks to engage a reader: how one can be used to suggest things to be left to the reader's imagination, and how the other can be used to raise questions in the reader's mind. Encourage students to watch for instances of this use in their own reading. Students could be given the task of locating ellipses in text that they are familiar with (or give them photocopied pages to find and highlight the ellipses).

**Instructional Supports for the Model Curriculum****Instructional Resources/Tools**

Weaver, Constance. *The Grammar Plan Book: A Guide to Smart Teaching*. Portsmouth: Heinemann, 2007 incorporates strategies for instruction, tools for working with ESL students and the methods of contextualizing grammar instruction into existing writing programs.

Anderson, Jeff. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*. Portland, Me: Stenhouse Publishers, 2005 provides practical instruction strategies for teaching grammar in a context that students will understand and be able to transfer to their own work.

**Interactive Games**

Click on the following link to choose from a variety of interactive games to engage students in hands-on learning with the Language Arts Standards. There are several grammar games that address fourth grade specific standards: [Interactive Language Arts Games](#).

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b><i>Knowledge of Language</i></b>
<b>Standards</b>	<p><b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul 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> </ul>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to use their knowledge of conventions to choose words and phrases appropriate for purpose, audience, and effect and to recognize differences between the conventions of spoken and written English. Students understand that knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension.

**Content Elaborations**

Students use their knowledge of language to communicate effectively. Students must be able to choose the correct word choice, phrases, and punctuation to be able to produce precise sentences with the desired effect. They will demonstrate formal and informal English for the appropriate audience.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to use their knowledge of conventions to expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Students also need to compare and contrast the varieties of English used in texts.

**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**Formal or Informal Language**

This [lesson](#) actively engages students in learning about the applications of formal and informal language use in oral and written communication.

**Punctuation for Effect**

Write the same sentence three times using different punctuation and discuss how the punctuation changes the meaning. e.g., That was amazing! (excited) That was amazing? (shows a difference of opinion) That was amazing. (Could show sarcasm.) / We have homework tonight. (simple statement) We have homework tonight? (questioning) We have homework tonight! (shows a strong emotion)

**Formal vs. Informal**

To help students distinguish between formal and informal language, create a T-Chart with a list of informal words and phrases on one side and their formal translations on the other. Emphasize that there is a place for both styles of language; the important thing is to understand when to use which. Examples of words/phrases that could be used:

Informal	Formal
What's up?	Hello/How are you?
boo-boo	wound/small scratch
get in (or be in) hot water	get into trouble
blown away	impressed/surprised
I don't get it.	I don't understand.

**Clause Combo Strategy**

On sentence strips, create several clauses. Additionally, place certain conjunctions on sentence strips as well. Make sure the clauses you create can work together in different ways. Give each student a sentence strip with their clause or conjunction face down. Once every student has a strip, you will set a timer to have them find other students to combine strips with to make either a complex or compound sentence. To challenge students, you can require this to be done without talking, or you can give specific criteria like only allowing 3 complex sentences to be created.

## Instructional Supports for the Model Curriculum

### Who is Talking Script Strategy?

Assign a picture book with several characters to a group of students. Then, give each student an index card with a sentence on it. Students will rewrite the sentence as if each main character in the book had said it. This requires students to think about how a phrase can be said in different ways. For example, if using the story Cinderella, students may have the King say a phrase formally, and the coachman say a phrase informally.

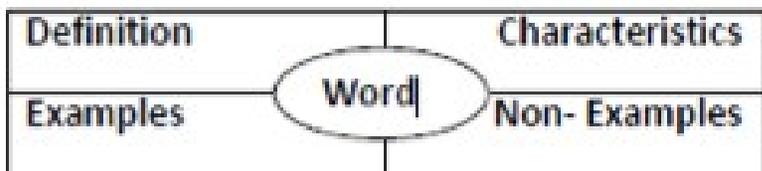
### Name that Character

When studying word choice, language style, and consideration for audience, pull quotes from works students should know. This could be a novel studied as a class, a movie that students have watched, or even a quote said by well-known staff member in the building. Students will examine the quote and try and guess who said it based on word choice, informal or formal language, dialect, and who the quote's audience seems to be. Students can work in partners or groups to come up with a rationale for their guess before the teacher reveals the source.

### Fruyer Model

The Fruyer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include:

- A definition of the word/concept
- A description of its essential characteristics
- Examples of the word/concept
- Non-examples of the word/concept



Fruyer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A Schema for Testing the Level of Cognitive Mastery. Madison, WI: Wisconsin Center for Education Research.

### Instructional Resources/Tools

#### Formal and Informal Language

This resource contains lesson plans and slides to aid teachers with implementing engaging lessons about formal and informal language.

[Formal/Informal Language Lesson](#)

#### Making Punctuation Engaging-With Music

This lesson focuses on the impact of punctuation on speaking and writing. It incorporates the use of rhythm and movement to teach punctuation skills. The methods used in this lesson are very beneficial to kinesthetic learners. Watch a [video](#) demonstration of this lesson.

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b>Vocabulary Acquisition and Use</b>
<b>Standards</b> 	<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul 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., telegraph, photograph, autograph).</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.</li> </ul> <p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) 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> </ul> <p><b>L.4.6</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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to use their understanding of language to determine structure and origin, textual clues, word relationships, and to identify differences between literal and figurative language to build their working vocabulary and enhance comprehension of oral and written texts.

**Content Elaborations**

It is important for students to be able to determine the meaning of an unknown word, so they can clearly understand a text. One way students can determine an unknown word’s meaning is through the use of context clues. Students can use the text that surrounds the unknown words to help them determine the meaning of the unknown word. Students can also apply their prior knowledge of Greek and Latin affixes to help them figure out the meaning of new words. If students know that the prefix “auto” means self, and that the root “graph” means write, it will help them figure out the overall meaning of the word. If there are not any context clues, or if students are unable to use an affix to determine the meaning of an unknown word, they should refer to a dictionary. Students can also use glossaries and thesauruses to help them recognize nuances in word meanings. In addition to unknown words, students should use those resources to identify the correct definition of multiple meaning words within the text they are reading.

Students learned about the difference between literal and nonliteral meaning of phrases in third grade. In fourth grade, they will build upon that knowledge when they learn about specific types of figurative language. To aid in their comprehension of a text, students should be able to

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b>Vocabulary Acquisition and Use</b>
<p>explain the meaning of similes and metaphors, as well as common idioms, adages, and proverbs. In fourth grade, they should build upon that by applying their knowledge of synonyms and antonyms to select vocabulary purposefully and precisely.</p> <p>Students acquire vocabulary through exposure to language-rich situations. Students will use the vocabulary they have acquired to enhance their word choices when writing and speaking about specific actions, emotions, and states of being, as well as when referring to a specific topic.</p> <p><b><u>Next Grade Level Progression Statement</u></b></p> <p><b>In the next grade level, students are expected to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings to enhance the quality of their spoken and written products. Students need to understand figurative language, word relationships, and nuances in word meanings as they encounter more complex texts.</b></p>	

<b>Instructional Supports for the Model Curriculum</b>	
<b><u>Instructional Strategies</u></b>	
<p><b>Concept Circles</b></p> <p>Teachers can use <a href="#">concept circles</a> to help their students learn academic vocabulary. Before reading a text, students are given a concept circle with four words (their teacher chose) that are significant to the text and relate to one another. Students will have a small group discussion about their prior knowledge of those words before they start reading. Then, they will share this information with the class. During reading, students will take notes about the four words and how they are interconnected. By the end of reading, students will be able to explain the relationship between the four words, as well as come up with a key concept that relates to all four words.</p>	
<p><b>Synonym Word Webs</b></p> <p>This <a href="#">strategy</a> will help students choose precise language in their writing. Teachers will generate commonly used words, and students will generate synonyms that are more specific to take their place.</p>	
<p><b>Generative Sentences</b></p> <p>Using <a href="#">generative sentences</a> helps students apply their knowledge of academic vocabulary. Students will create sentences using their new vocabulary words, following guidelines provided by their teachers.</p>	
<p><b>Metaphor Stories</b></p> <p>Students are more likely to understand, recall, and care about what a metaphor means after having played with the word through a highly personalized, storied exploration of their own experiences of the metaphorical language.</p>	

## Instructional Supports for the Model Curriculum

Students create and record skits about/using the metaphorical language. Videos are uploaded to a station where students may review and study recordings. Student teams then create a PowerPoint slide expressing in type definition one of the metaphor examples from the recordings. The slides create a student review tool for quick reference on metaphor use.

### Role-Playing Figurative Language

Students respond to texts through narrative approaches, encouraging them to engage in role-playing and to allow memories, images, and stories to surface as they begin to develop interpretations.

### Multiple Exposures in Multiple Contexts

Instead of drill and repetition of a word, teachers provide opportunities for students to encounter a word in multiple contexts, possibly through different types of texts as well as situational use of the word in the classroom and school.

### Before and After Think-Pair-Share (Using context clues)

This is a great anticipatory activity to introduce students to context clues. Identify 4-5 vocabulary words from the text that students will need to understand to comprehend the text. To activate prior knowledge, students will brainstorm on their own what they already know about the vocabulary term. Then they discuss the term with their neighbor and share out to the group what they think the word means. After reading, students repeat the Think-Pair-Share with their new knowledge of the word and explain what they found in the text that changed mind or confirmed their first answer.

### Graffiti Wall

When vocabulary words are associated with subject specific concepts, have the student create [graffiti walls](#) or word posters. Transform the student work into a class word wall to be used and referred to throughout the unit. Posters can include:

1. Vocabulary word is drawn using bubble letters
2. Description of term using own words
3. At least 3 images representing the term

These should be made more visually appealing by having the students fill in all white spaces.

### Context Clues

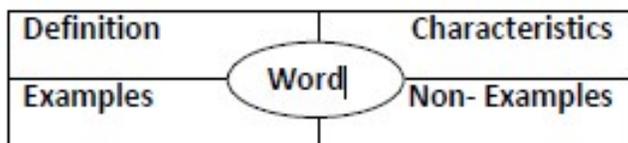
Students need to be able to use the text to obtain the meaning of words that they are unfamiliar with. Click on this [link](#) to read about several strategies that teachers can use to help their students with this skill.

## Instructional Supports for the Model Curriculum

### Frayer Model

The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include:

- A definition of the word/concept
- A description of its essential characteristics
- Examples of the word/concept
- Non-examples of the word/concept



Frayer, Dorothy A, Wayne C. Fredrick, and Herbert J. Klausmeier. *A Schema for Testing the Level of Concept Mastery: Report from the Project on Situational Variables and Efficiency of Concept Learning*. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1969.

### Interview a Word

Students will review and summarize learning to develop concepts and comprehension.

- Select key words important to understanding a concept or unit.
- Divide class into teams of 2-4 students.
- Give each team a word and list of interview questions.
- Have students “become” the word and write answer to questions.

Without revealing the word, the teacher or a student acts as Interviewer and asks the questions as team members read their written answers. After the interview, the class guesses the word.

### Word Sorting

Provide a list of vocabulary words from a reading selection and have students sort them into various categories (e.g., parts of speech, branches of government). Students can re-sort words into “guess my sort” using categories of their own choosing.

When sorting words, it is useful for students who are ELL or other diverse learners to have visual cues (clip art, icon, photo, drawing, etc....) of the word to help students be able to identify and sort the words.

## Instructional Supports for the Model Curriculum

### Proverbs, Idioms and Unusual Expressions

Brainstorm the definitions of proverb and idiom. Write proverbs about natural elements on the leaves and petals of flower images. Post the images around the classroom. Ask students to pick a proverb to explain. Encourage students to listen for proverbs that can be added to their flower petals/leaves. For example:

• <i>As right as rain</i>	<i>Don't beat around the bush</i>
• <i>Out on a limb</i>	<i>The grass is always greener</i>

### Instructional Resources/Tools

McPherron, Paul, and Patrick T. Randolph. *Cat Got Your Tongue?: Recent Research and Classroom Practices for Teaching Idioms to English Learners Around the World*. Alexandria, Virginia: TESOL International Association, 2014 offers effective ways to address idioms in the classroom.

Knoblock, Kathleen, Kathleen Kopp, and Timothy V. Rasinski. *Idioms and Other English Expressions, Grades 4-6*. Huntington Beach, CA: Shell Education, 2008 provides strategies and suggestions about how to introduce idioms and incorporate them into writing instruction.

### Idioms

Students need to understand the difference between literal vs figurative language as the meaning is related to idioms. This resource contains [lessons](#) to engage students in idioms through literature, writing and conversation.

### Jazz and Similes-Lesson Plan

This [lesson](#) will appeal to students who are interested in music. The teacher incorporates music in her lesson to help teach about figurative language.

### Common Affixes

Teachers can use this [list of common affixes](#) to teach their students. The more affixes students know, the more likely they will be able to use affixes to determine the meaning of unknown words.

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## English Language Arts Model Curriculum Update Writing Team

### GRADE 4

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## English Language Arts Model Curriculum Resource Teams

### DIVERSE LEARNERS, INSTRUCTIONAL TECHNOLOGY, CAREER CONNECTIONS

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