ADOPTED FEBRUARY 2018

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	**RL.1** Quote accurately from a text when explaining ⋯ text.
	
	 RL.2 Analyze literary text development.
	     a. Determine a theme of a story, drama, or poe⋯ respond to challenges or how the speaker in ⋯
	     b. Summarize the text, incorporating a theme d⋯
	
	 RL3 Compare and contrast two or more characters, ⋯ the text (e.g., how characters interact).

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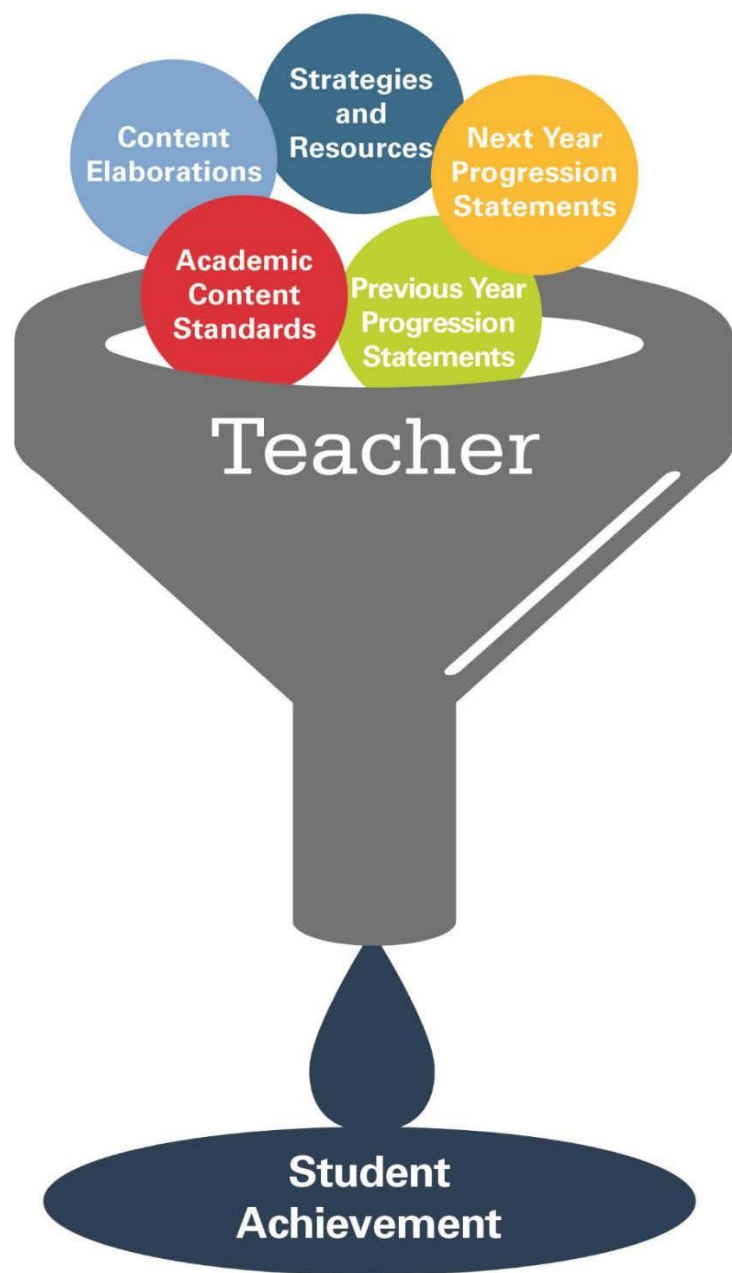
Components of the Model Curriculum

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

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.

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

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» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic	⊗ lesson plans
» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices	⊗ an exhaustive list of classroom activities per standard
	⊗ instructional units
» a support for instructional planning using the learning standards as a foundation	⊗ a resource meant to replace your district's decisions and direction

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 Model Curriculum
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Grade 4

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	*Key Ideas and Details*

Standards	**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	
	RL.4.2 Analyze literary text development.
	    a. Determine a theme of a story, drama, or poem from details in the text.
	    b. Summarize the text, incorporating a theme determined from details in the text.
	
	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

Next Grade Level Progression Statement

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

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Reading: Literature
Topic	*Craft and Structure*

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Standards	**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
	RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.

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

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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.

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Literature
Topic	*Integration of Knowledge and Ideas*
Standards	**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **RL.4.8** (Not applicable to literature) **RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Previous Grade Level Progression Statement
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.

Content Elaborations
Readers focus on making connections and comparisons across texts, themes, and topics as they appear across genres.

Competent readers can synthesize information from differing versions of text, including print, audio and visual.

Comparing and contrasting text in a variety of formats and genres provides a full understanding of the variations of the common themes and topics being explored.

Reading multiple texts with similar themes throughout the year will provide opportunities for students to compare and contrast the treatment of themes, topics, and patterns throughout time and across cultures.

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

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Literature
Topic	*Range of Reading and Complexity of Text*
Standard	RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

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.

Qualitative

Quantitative

Reader and Task

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	*Key Ideas and Details*

Standards	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	
	RI.4.2 Analyze informational text development.
	  a. Determine the main idea of a text and explain how it is supported by key details.
	  b. Provide a summary of the text that includes the main idea and key details, as well as other important information.
	
	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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.

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Instructional Supports for the Model Curriculum
Instructional Strategies   *This section is under revision.*   **Instructional Tools/Resources**   *This section is under revision.*

Strand	**Reading: Informational Text**
Topic	***Craft and Structure***
Standards	**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **RI.4.5** 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. **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.

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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

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Informational Text
Topic	*Integration of Knowledge and Ideas*
Standards	**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **RI.4.8** Explain how an author uses evidence to support particular points in a text. **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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.

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Informational Text
Topic	*Range of Reading and Level of Text Complexity*
Standard	**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

Qualitative   *Quantitative*

Reader and Task

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

READING FOUNDATIONS STRAND

Strand	Reading: Foundations
Topic	*Phonics and Word Recognition*
Standard	**RF.4.3** 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
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Foundations
Topic	*Fluency*

Standard	**RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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WRITING STRAND

Strand	Writing
Topic	*Text Types and Purposes*

Standards	**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	   b. Provide reasons that are supported by facts and details.
	   c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	   d. Provide a concluding statement or section related to the opinion presented.
	
	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	   a. 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.
	   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	   c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	   e. Provide a concluding statement or section related to the information or explanation presented.
	
	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	   a. Orient the reader by establishing a situation and introducing a narrator and/or character(s); organize an event sequence that unfolds naturally.
	   b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	   c. Use a variety of transitional words and phrases to manage the sequence of events.
	   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	   e. Provide a conclusion that follows from the narrated experiences or events.

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 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.

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.

Next Grade Level Progression Statement
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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Writing
Topic	*Production and Distribution of Writing*
Standards	**W.4.4** 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.) **W.4.5** 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). **W.4.6** 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.

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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
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Writing
Topic	*Research to Build and Present Knowledge*

Standards	**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	
	 W.4.8 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.
	
	 W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    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].").
	    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").

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

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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
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Writing
Topic	**Range of Writing**
Standard	**W.4.10** 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 *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*

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SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	*Comprehension and Collaboration*

Standards	**SL.4.1** 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.
	    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.
	    b. Follow agreed-upon rules for discussions and carry out assigned roles.
	    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.
	    d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

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

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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
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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

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
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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LANGUAGE STRAND

Strand	Language
Topic	*Conventions of Standard English*

Standards	**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	    a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	    b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
	    c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
	    d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	    e. Form and use prepositional phrases.
	    f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	    g. Correctly use frequently confused words (e.g., to, too, two; there, their).
	
	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    a. Use correct capitalization.
	    b. Use commas and quotation marks to mark direct speech and quotations from a text.
	    c. Use a comma before a coordinating conjunction in a compound sentence.
	    d. Spell grade-appropriate words correctly, consulting references as needed.

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
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Language
Topic	*Knowledge of Language*
Standards	**L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. 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).

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
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Language

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Topic	**Vocabulary Acquisition and Use**

Standards	**L.4.4** 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.
	     a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	     b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	     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.
	
	 L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	     a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	     b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	     c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
	
	 L.4.6 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).

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.

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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 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.

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.

Next Grade Level Progression Statement
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.

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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English Language Arts Model Curriculum Update Writing Team

GRADE 4

Writing Team Member	District/Organization
Kathleen Amari	Strongsville City
Kadee Anstadt	Perrysburg Exempted Village
Kasie Benitez	Hardin Northern Local
Jennifer Cornett	Scioto Valley Local
Bernetta Harrell-Snell	Canton City
Deborah Hoskinson	Southern Local
Marcia Rutherford	North Fork Local
Regina Sackman	Private school board member
Alexis Seebaugh	Belpre City
Lisa VanHoose	Fairborn City

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