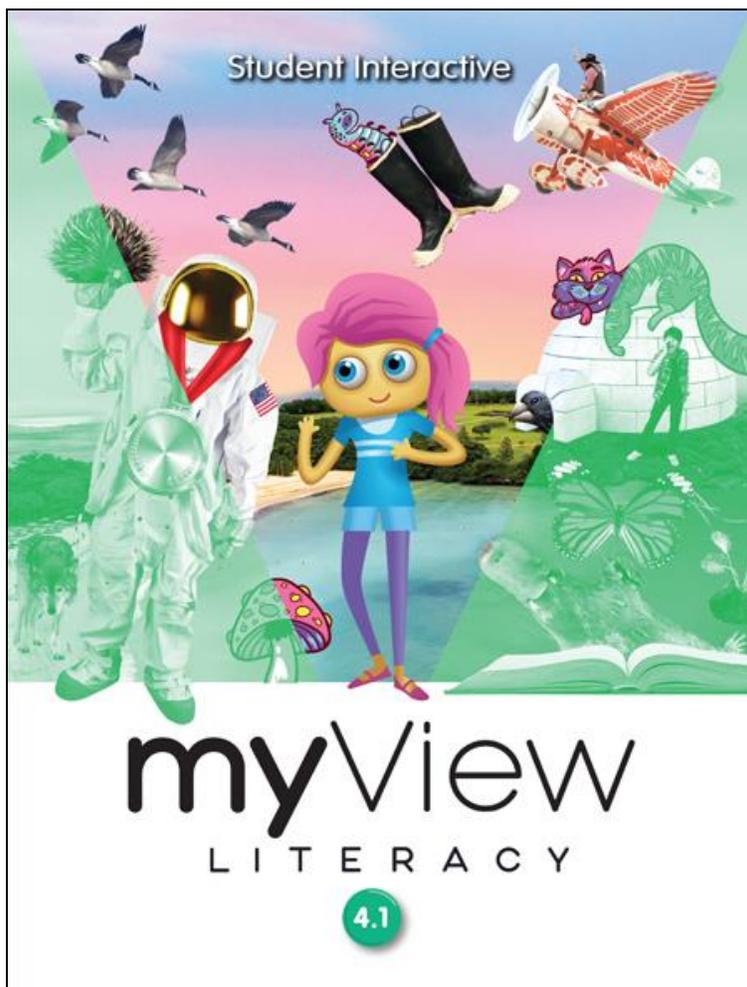


A Reverse Correlation of



Grade 4
Units 1-5, ©2020

To
Ohio's Learning Standards for
English Language Arts
Grade 4

A Reverse Correlation of myView Literacy, Grade 4, ©2020 to Ohio's Learning Standards for English Language Arts 2017

Introduction

This document demonstrates how Ohio's Learning Standards for English Language Arts can be met with myView Literacy, Grade 4, Units 1-5, ©2020. Page references are to the Teacher's Edition and are cited by grade, unit, and page numbers.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. myView Literacy offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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myView Literacy Grade 4 ©2020	Ohio’s Learning Standards for English Language Arts 2017
Unit 1: Networks	
<p>Reading Workshop Week 1 Lesson 1: T18-T31 Interact with Sources: Explore the Map: T18-T19 Reading Workshop: Listening Comprehension (Read Aloud): Narrative Nonfiction: T20-T21 Fluency: T20 Think Aloud: Analyze Narrative Nonfiction: T20 Spotlight on Genre: Narrative Nonfiction: T22-T23 Reading-Writing Bridge: Academic Vocabulary: Related Words: T24-T25 Word Study: Teach Suffixes -ed, -ing, -s, -er, -est: T26-T27</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>OH.ELA-Literacy.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).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>OH.ELA-Literacy.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.</p>

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<p>Lesson 2: T32–T53 Reading Workshop: Introduce the Text: T32-T33 Preview Vocabulary: T32-T33 Read: T32 Shared Read Plan: T32 Selection: Reaching for the Moon: T34-T47 First Read: Connect: T34 Explain Author’s Purpose: T34 Read Like a Writer: Author’s Craft: T34 First Read: Respond: T35 Use Text Evidence: T35 Word Study Suffixes -ed, -ing, -s, -er, -est: T35 First Read: Respond: T36 Vocabulary in Context: T36 Read Like a Writer: Author’s Craft: T36 First Read: Generate Questions: T37 First Read: Generate Questions: T38 Explain Author’s Purpose: T38 Cross-Curricular Perspectives: Social Studies: T38 First Read: Notice: T39 First Read: Connect: T40 Explain Author’s Purpose: T40 Cross-Curricular Perspectives: Social Studies: T40 First Read: Connect: T41 Academic Vocabulary Related Words: T41 First Read: Generate Questions: T42 Explain Author’s Purpose: T42 Cross-Curricular Perspectives: Social Studies: T42 First Read: Notice: T43 Use Text Evidence: T43 Word Study Suffixes -ed, -ing, -s, -er, -est: T43 First Read: Generate Questions: T44 Explain Author’s Purpose: T44 Read Like a Writer: Author’s Craft: T44 First Read: Generate Questions: T45 Explain Author’s Purpose: T45 Word Study Suffixes -ed, -ing, -s, -er, -est: T45 First Read: Connect: T46 Explain Author’s Purpose: T46 First Read: Notice: T47 Explain Author’s Purpose: T47 Read Like a Writer: Author’s Craft: T47 Respond and Analyze: My View: T48-T49 Reading-Writing Bridge: Word Study: Apply Suffixes -ed, -ing, -s, -er, -est: T50-T51</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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.</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>OH.ELA-Literacy.SL.4.1.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.</p> <p>OH.ELA-Literacy.SL.4.1.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.</p> <p>OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 3: T54–T61 Reading Workshop: Close Read Comp Skill: Explain Author's Purpose: T54-T55 Reading-Writing Bridge: Read Like a Writer: Analyze Author's Use of Graphics: T56-T57 Word Study: Word Study: More Practice Suffixes -ed, -ing, -s, -er, -est: T58-T59</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>OH.ELA-Literacy.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).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>OH.ELA-Literacy.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.</p>

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(Continued)	<p>(Continued)</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.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.</p> <p>OH.ELA-Literacy.SL.4.1.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.</p> <p>OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 4: T62–T69 Reading Workshop: Close Read Comp Strategy: Use Text Evidence: T62-T63 Reading-Writing Bridge: Write for a Reader: Use Graphics in Writing: T64-T65 Word Study: Review: Suffixes -ed, -ing, -s, -er, -est: T66-T67</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 5: T70–T79 Reading Workshop: Reflect and Share: Talk About It: T70-T71 Reading-Writing Bridge: Word Study: Assess Understanding, Suffixes -ed, -ing, -s, -er, -est: T72-T73</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.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.</p>
<p>Unit 1 Week 2: Selection: Rare Treasure: Mary Anning and Her Remarkable Discoveries, T76–T135</p>	
<p>Lesson 1: T80–T93 Reading Workshop: Interact with Sources: Explore the Infographic: T80-T81 Quick Write: T80 Listening Comprehension (Read Aloud): Biography: T82-T83 Fluency: T82 Think Aloud: Analyze Biography: T82 Genre Spread: Biography: T84-T85 Reading-Writing Bridge: Academic Vocabulary: Synonyms and Antonyms: T86-T87 Word Study: T88 Word Study: Teach Suffixes -ty, -ity, -ic, -ment: T88-T89</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>

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(Continued)	(Continued) OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<p>Lesson 2: T94–T113 Reading Workshop: Introduce the Text: T94-T95 Preview Vocabulary: T94-T95 Read: T94 Shared Read Plan: T94 Selection: Rare Treasures: T96-T107 First Read: Notice: T96 Analyze Main Idea and Details: T96 Cross-Curricular Perspectives: Science: T96 First Read: Generate Questions: T97 Generate Questions: T97 Academic Vocabulary: Synonyms and Antonyms: T97 First Read: Notice: T98 Generate Questions: T98 Read Like a Writer: Author’s Craft: T98 First Read: Connect: T99 Analyze Main Idea and Details: T99 Cross-Curricular Perspectives: Science: T99 First Read: Connect: T100 Analyze Main Idea and Details: T100 Cross-Curricular Perspectives: Science: T100 First Read: Connect: T101 Generate Questions: T101 Read Like a Writer: Author’s Craft: T101 First Read: Respond: T102 Read Like a Writer: Author’s Craft: T102 First Read: Connect: T103 Analyze Main Idea and Details: T103 Cross-Curricular Perspectives: Science: T103 First Read: Notice: T104 Vocabulary in Context: T104 Read Like a Writer: Author’s Craft: T104 First Read: Respond: T105 Cross-Curricular Perspectives: Science: T105 First Read: Connect: T106 Analyze Main Idea and Details: T106 First Read: Respond: T107 Generate Questions: T107</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.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.</p>

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<p>(Continued) Cross-Curricular Perspectives: Science: T107 Respond and Analyze: My View: T108 Reading-Writing Bridge: Word Study: Apply Suffixes -ty, -ity, -ic, -ment: T110-T111</p>	<p>(Continued) OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.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.</p>
<p>Lesson 3: T114–T121 Reading Workshop: Close Read Comp Skill: Analyze Main Idea and Details: T114-T115 Reading-Writing Bridge: Read Like a Writer: Analyze Figurative Language: T116-T117 Word Study: More Practice Suffixes -ty, -ity, -ic, -ment: T118-T119</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.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.</p>

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<p>Lesson 4: T122–T129 Reading Workshop: Close Read Comp Strategy: Generate Questions: T122-T123 Reading-Writing Bridge: Write for a Reader: Use Figurative Language: T124-T125 Word Study: Review: Suffixes -ed, -ing, -s, -er, -est: T126-T127</p>	<p>OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.</p>
<p>Lesson 5: T130–T139 Reading Workshop: Reflect and Share: Write to Sources: T130-T131 Reading-Writing Bridge: Word Study: Assess Understanding: Suffixes: T132-T133</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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].”)</p>

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Unit 1 Week 3: Selection: “Twins in Space”, T136–T193	
<p>Lesson 1: T140–T153 Reading Workshop: Interact with Sources: Explore the Media: T140-T141 Quick Write: T140 Listening Comprehension (Read Aloud): Magazine Article: T142-T143 Fluency: T142 Think Aloud: Analyze Magazine Articles: T142-T143 Genre Spread: Magazine Article: T144-T145</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 2: T154–T171 Reading Workshop: Introduce the Text: T154-T155 Preview Vocabulary: T154-T155 Read: T154 Shared Read Plan: T154 Selection: Twins in Space: T156-T165 First Read: Generate Questions: T156 Vocabulary in Context: T156 Academic Vocabulary: Context Clues: T156 First Read: Respond: T157 Analyze Text Structure: T157 Cross-Curricular Perspectives: Social Studies: T157 First Read: Notice: T158 Evaluate Details: T158 Read Like a Writer: Author's Craft: T158 First Read: Respond: T159 Analyze Text Structure: T159 C Cross-Curricular Perspectives: Social Studies: T159 First Read: Respond: T160 Evaluate Details: T160</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.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).</p>

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<p>(Continued) Cross-Curricular Perspectives: Social Studies: T160 First Read: Generate Questions: T161 Analyze Text Structure: T161 Read Like a Writer: Author's Craft: T161 First Read: Connect: T162 Analyze Text Structure: T162 First Read: Notice: T163 Evaluate Details: T163 Word Study: Syllable Pattern VCe: T163 First Read: Connect: T164 Analyze Text Structure: T164 Read Like a Writer: Author's Craft: T164 First Read: Respond: T165 Respond and Analyze: My View: T166-T167 Reading-Writing Bridge: Word Study: Apply Syllable Pattern VCe: T168-T169</p>	<p>(Continued) OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 3: T172–T179 Reading Workshop: Close Read Comp Skill: Analyze Text Structure: T172-T173 Reading-Writing Bridge: Read Like a Writer: Analyze Text Structure: T174-T175 Word Study: More Practice Syllable Pattern VCe: T176-T177</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.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.</p>

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<p>Lesson 4: T180–T187 Reading Workshop: Evaluate Details: Evaluate Details: T180-T181 Reading-Writing Bridge: Write for a Reader: Use Text Structure: T182-T183 Word Study: Review: Suffixes -ty, -ity, -ic, -ment: T184-T185</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 5: T188–T197 Reading Workshop: Reflect and Share: Write to Sources: T188-T189 Reading-Writing Bridge: Word Study: Assess Understanding Syllable Pattern Vce: T190-T191</p>	<p>OH.ELA-Literacy.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.</p>
<p>Unit 1 Week 4: Selection: Life at the Top, T194–T255</p>	
<p>Lesson 1: T198–T211 Reading Workshop: Interact with Sources: Explore the Infographic: T198-T199 Illustrate: T198 Listening Comprehension (Read Aloud): Informational Text: T200-T201 Fluency: T200 Think Aloud: Analyze Informational Text: T200 Genre Spread: Informational Text: T202-T203 Reading-Writing Bridge: Academic Vocabulary: Figurative Language: T204-T205 Word Study: Teach Vowel Teams and Digraphs: T206-T207</p>	<p>OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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.</p>

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(Continued)	(Continued) OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<p>Lesson 2: T212–T233 Reading Workshop: Introduce the Text: T212-T213 Preview Vocabulary: T212-T213 Read: T212 Shared Read Plan: T212 Selection: Life At the Top: T214-T227 First Read: Notice: T214 Analyze Text Features: T214 Word Study: Vowel Teams and Diagraphs: T214 First Read: Connect: T215 Confirm or Correct Predictions: T215 Cross-Curricular Perspectives: Social Studies: T215 First Read: Notice: T216 Analyze Text Features: T216 Cross-Curricular Perspectives: Social Studies: T216 First Read: Notice: T217 Analyze Text Features: T217 Read Like a Writer: Author's Craft: T217 First Read: Generate Questions: T218 Analyze Text Features: T218 First Read: Respond: T219 Confirm or Correct Predictions: T219 First Read: Connect: T220 Analyze Text Features: T220 Cross-Curricular Perspectives: Social Studies: T220 First Read: Notice: T221 Read Like a Writer: Author's Craft: T221 First Read: Generate Questions: T222 Analyze Text Features: T222 Cross-Curricular Perspectives: Social Studies: T222 First Read: Respond: T223 Confirm or Correct Predictions: T223 Word Study: Vowel Teams and Diagraphs: T223 First Read: Respond: T224 Read Like a Writer: Author's Craft: T224 First Read: Connect: T225 Confirm or Correct Predictions: T225 Word Study: Vowel Teams and Diagraphs: T225 First Read: Connect: T226</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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.</p>

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<p>(Continued) Academic Vocabulary: Figurative Language: T226 First Read: Respond: T227 Fluency: T227 Cross-Curricular Perspectives: Social Studies: T227 Respond and Analyze: My View: T228-T229 Reading-Writing Bridge: Word Study: Apply Vowel Teams and Digraphs: T230-T231</p>	<p>(Continued) OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 3: T234–T241 Reading Workshop: Close Read Comp Skill: Analyze Text Features: T234-T235 Reading-Writing Bridge: Read Like a Writer: Analyze Author's Use of Graphics: T236-T237 Word Study: More Practice Vowel Teams and Digraphs: T238-T239</p>	<p>OH.ELA-Literacy.RI.4.2.b Provide a summary of the text that includes the main Idea and Key details, as well as other important information. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 4: T242–T249 Reading Workshop: Close Read Comp Strategy: Confirm or Correct Predictions: T242-T243 Reading-Writing Bridge: Write for a Reader: T244-T245 Analyze Author's Use of Graphics: T244-T245 Writing Workshop: T245 Word Study: Review: Syllable Patterns VCe: T246</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 5: T250–T261 Reading Workshop: Reflect and Share: Write to Sources: T250-T251 Reading-Writing Bridge: Word Study: Assess Understanding: T252-T253</p>	<p>OH.ELA-Literacy.R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) OH.ELA-Literacy.R.4.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL) OH.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. OH.ELA-Literacy.W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. OH.ELA-Literacy.W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. OH.ELA-Literacy.W.4.9 Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry. OH.ELA-Literacy.SL.4.1.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.</p>

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Unit 1 Week 5: Selection: Barbed Wire Baseball, T256–T327	
<p>Lesson 1: T262–T273 Reading Workshop: Interact with Sources 260-T261 Turn, Talk, and Share: T260 Listening Comprehension (Read Aloud): Biography: T262-T263 Start-Up: T262 Think Aloud: T262 Genre Spread: Biography: T264-T265 Reading-Writing Bridge: Academic Vocabulary: Parts of Speech: T266-T267 Word Study: Teach Prefixes mis-, en-, em-: T268-T269</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 2: T274–T305 Reading Workshop: Introduce the Text: T274-T275 Preview Vocabulary: T274-T275 Read: T274 Shared Read Plan: T274 Selection: Barbed Wire Baseball: T276-T299 First Read: Notice: T276 Analyze Text Structure: T276 Cross-Curricular Perspectives: Social Studies: T276 First Read: Respond: T277 Read Like a Writer: Author’s Craft: T277 First Read: Question: T278 Cross-Curricular Perspectives: Social Studies: T278 First Read: Connect: T279 Summarize a Text: T279 Academic Vocabulary: Parts of Speech: T279 First Read: Respond: T280 First Read: Connect: T281</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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).</p>

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<p>(Continued)</p> <p>Analyze Text Structure: T281 Read Like a Writer: Author's Craft: T281 First Read: Question: T282 Summarize a Text: T282 Read Like a Writer: Author's Craft: T282 First Read: Connect: T283 Read Like a Writer: Author's Craft: T283 First Read: Question: T284 First Read: Connect: T285 Analyze Text Structure: T285 Read Like a Writer: Author's Craft: T285 First Read: Notice: T286 Analyze Text Structure: T286 Read Like a Writer: Author's Craft: T286 First Read: Notice: T287 First Read: Respond: T288 Cross-Curricular Perspectives: Social Studies: T288 First Read: Respond: T289 Vocabulary in Context: T289 Read Like a Writer: Author's Craft: T289 First Read: Connect: T290 Summarize a Text: T290 Read Like a Writer: Author's Craft: T290 First Read: Respond: T291 Cross-Curricular Perspectives: Social Studies: T291 First Read: Notice: T292 Read Like a Writer: Author's Craft: T292 First Read: Connect: T293 Analyze Text Structure: T293 Read Like a Writer: Author's Craft: T293 First Read: Notice: T294 Read Like a Writer: Author's Craft: T294 First Read: Connect: T295 Read Like a Writer: Author's Craft: T295 First Read: Connect: T296 Analyze Text Structure: T296 Cross-Curricular Perspectives: Social Studies: T296 First Read: Respond: T297 Read Like a Writer: Author's Craft: T297 First Read: Respond: T298 Summarize a Text: T298 Read Like a Writer: Author's Craft: T298 First Read: Question: T299 Read Like a Writer: Author's Craft: T299 Respond and Analyze: My View: T300-T301 Reading-Writing Bridge: Word Study: Apply Prefixes mis-, en-, em-: T302-T303</p>	<p>(Continued)</p> <p>OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.RI.4.2.b Provide a summary of the text that includes the main Idea and Key details, as well as other important information. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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(Continued)	(Continued) OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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”).
<p>Lesson 3: T306–T313 Reading Workshop: Close Read Comp Skill: Analyze Text Structure: T306-T307 Reading-Writing Bridge: Read Like a Writer: Analyze Author's Purpose: T308-T309 Word Study: More Practice Prefixes mis-, en-, em- : T310-T311</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p>Lesson 4: T314–T321 Reading Workshop: Close Read Comp Strategy: Summarize a Text: T314-T315 Reading-Writing Bridge: Write for a Reader: Identify Author's Purpose: T316-T317 Word Study: Review: Vowel Team and Digraphs: T318-T319</p>	<p>OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.RI.4.2.b Provide a summary of the text that includes the main Idea and Key details, as well as other important information. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 5: T322–T327 Reading Workshop: Reflect and Share: Talk About It: T322-T323 Reading-Writing Bridge: Word Study: Assess Understanding Prefixes mis-, en-, em-: T324-T325</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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Writing Workshop	
Week 1	
<p>Lesson 1: T338–T341 Writing Workshop: Genre Immersion Lesson: Personal Narrative, Independent Writing, & Share Back: T338-T339 Reading-Writing Bridge: Spelling: Suffixes: T340 Language and Conventions: Subjects and Predicates: T341</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T342–T345 Writing Workshop: Genre Immersion Lesson: Know the Narrator, Independent Writing, & Share Back: T342-T343 Reading-Writing Bridge: Spelling: Teach Spell Words with Suffixes: T344 Language and Conventions: Subjects and Predicates: T345</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 3: T346–T349 Writing Workshop: Know the Setting and Events, Independent Writing, & Share Back: T346-T347 Reading-Writing Bridge: Spelling: Spell Words with Suffixes: T348 Language and Conventions: Teach Subjects and Predicates: T349</p>	<p>OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 4: T350–T353 Writing Workshop: Brainstorm and Set a Purpose, Independent Writing, & Share Back: T350-T351 Prewriting Mapping: T350 Reading-Writing Bridge: Spelling: Review: Spell Words with Suffixes: T352 Language and Conventions: Practice Subjects and Predicates: T353</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 5: T354–T361 Writing Workshop: Plan Your Personal Narrative: T354-T355 Writing Club: T355 What’s Happening This Week?: T355 What Are We Sharing?: T355 How Do We Get Started?: T355 Reading-Writing Bridge: Spelling: Suffixes: T356 Language and Conventions: Subjects and Predicates: T357</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally.</p>

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(Continued)	(Continued) OH.ELA-Literacy.W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Week 2	
<p>Lesson 1: T362–T365 Writing Workshop: Portray People, Independent Writing, & Share Back: T362-T363 Reading-Writing Bridge: Spelling: Suffixes: T364 Language and Conventions: Subjects and Predicates: T365</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 2: T366–T369 Writing Workshop: Compose a Setting, Independent Writing, & Share Back: T366-T367 Reading-Writing Bridge: Spelling: Teach Spell Words with suffixes: T368 Language and Conventions: Compound Subjects and Predicates: T369</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 3: T370–T373 Writing Workshop: Develop an Idea with Relevant Details, Independent Writing, & Share Back: T370-T371 Drafting Choosing Relevant Details: T370 Reading-Writing Bridge: Spelling: Spell Words with suffixes: T372 Language and Conventions: Teach Compound Subjects and Predicates: T373</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 4: T374–T377 Writing Workshop: Use Concrete Words and Phrases, Independent Writing, & Share Back: T374-T375 Reading-Writing Bridge: Spelling: Review: Suffixes -ed, -ing, -s, -er, -est: T376 Language and Conventions: Practice Compound Subjects and Predicates: T377</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 5: T378–T385 Writing Workshop: Compose with Sensory Details: T378-T379 Writing Club: T379 What’s Happening This Week?: T379 What Are We Sharing?: T379 How Do We Get Started?: T379 Reading-Writing Bridge: Spelling: Assess Understanding Suffixes: T380 Language and Conventions: T381</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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Week 3	
<p>Lesson 1: T386–T389 Writing Workshop: Develop and Compose an Introduction, Independent Writing, & Share Back: T386-T388 Reading-Writing Bridge: Spelling: T388 Language and Conventions: Compound Subjects and Predicates: T389</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T390–T393 Writing Workshop: Compose an Event Sequence, Independent Writing, & Share Back: T390-T392 Reading-Writing Bridge: Spelling: Teach Spell Words with the VCe Pattern: T392 Language and Conventions: Complete Sentences: T393</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 3: T394–T397 Writing Workshop: Use Transition Words and Phrases, Independent Writing, & Share Back: T394-T395 Drafting Using Transition Words and Phrases: T394 Reading-Writing Bridge: Spelling: Spell Words with the VCe Pattern: T396 Language and Conventions: Teach Complete Sentences: T397</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 4: T398–T401 Writing Workshop: T398-T400 Compose Dialogue, Independent Writing, & Share Back: T398-T399 Reading-Writing Bridge: Spelling: Review: Suffixes -ity, -ty, -ic, -ment: T400 Language and Conventions: Practice Complete Sentences: T401</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 5: T402–T412 Writing Workshop: Develop and Compose a Conclusion: T402-T403 Select a Genre: T403 Topic: T403 Purpose: T403 Audience: T403 Genre of Choice: T403 Reading-Writing Bridge: Spelling: Spell Words with the Vce Pattern: T404 Language and Conventions: Complete Sentences: T405</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events. OH.ELA-Literacy.W.4.3.e Provide a conclusion that follows from the narrated experiences or event. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Week 4</p>	
<p>Lesson 1: T410–T413 Writing Workshop: Add Ideas for Coherence and Clarity, Independent Writing, & Share Back: T410-T411 Reading-Writing Bridge: Spelling: Vowel Teams and Digraphs: T412 Language and Conventions: Complete Sentences: T413</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
<p>Lesson 2: T414–T417 Writing Workshop: Delete Ideas for Coherence and Clarity, Independent Writing, & Share Back: T414-T415 Reading-Writing Bridge: Spelling: Teach Vowel Teams and Digraphs: T416 Language and Conventions: Fix Run-on Sentences: T417</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>

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<p>Lesson 3: T418–T421 Writing Workshop: Edit for Adjectives, Independent Writing, & Share Back: T418-T419 Editing Using Adjectives to Compare: T418 Reading-Writing Bridge: Spelling: Vowel Teams and Digraphs: T420 Language and Conventions: Teach Fix Run-on Sentences: T421</p>	<p>OH.ELA-Literacy.L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
<p>Lesson 4: T422–T425 Writing Workshop: Edit for Adverbs, Independent Writing, & Share Back: T422-T423 Reading-Writing Bridge: Spelling: Review: Syllable Pattern VCe: T424 Language and Conventions: Practice Fix Run-on Sentences: T425</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
<p>Lesson 5: T426–T436 Writing Workshop: Edit for Pronouns: T426-T427 Writing Club: T427 What’s Happening This Week?: T427 What Are We Sharing?: T427 How Do We Get Started?: T427 Reading-Writing Bridge: Spelling: Vowel Teams and Digraphs: T428 Language and Conventions: T429</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>
Week 5	
<p>Lesson 1: T434–T437 Writing Workshop: Edit for Irregular Verbs, Independent Writing, & Share Back: T434-T435 Reading-Writing Bridge: Spelling: Spell Words with Prefixes: T436 Language and Conventions: Fix Run-on Sentences: T437</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
<p>Lesson 2: T438–T441 Writing Workshop: Edit for Punctuation Marks, Independent Writing, & Share Back: T438-T439 Reading-Writing Bridge: Spelling: Teach Spell Words with Prefixes: T440 Language and Conventions: Fix Sentence Fragments: T441</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>

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<p>Lesson 3: T442–T445 Writing Workshop: Publish and Celebrate, Independent Writing, & Share Back: T442-T443 Publishing Reflect on Writing: T442 Reading-Writing Bridge: Spelling: Spell Words with Prefixes: T444 Language and Conventions: Teach Fix Sentence Fragments: T445</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.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.</p>
<p>Lesson 4: T446–T449 Writing Workshop: Prepare for Assessment, Independent Writing, & Share Back: T446-T446 Reading-Writing Bridge: Spelling: Review: Vowel Teams and Digraphs: T448 Language and Conventions: Practice Fix Sentence Fragments: T449</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
<p>Lesson 5: T450–T453 Writing Workshop: Assessment: T450-T451 Writing Assessment and Rubric: T451 4-Point Narrative Nonfiction Writing Rubric: T451 Reading-Writing Bridge: Spelling: Spell Words with Prefixes: T452 Language and Conventions: T453</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.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.</p>
<p>Unit 1: Project-Based Inquiry: Week 6</p>	
<p>Lesson 1: T458-T461 Networks: Compare Across Texts: T458-T459 Turn, Talk, and Share: Benefits of Networks: T458-T459 Inquire/Introduce the Project: Introduce the Project: T460 Collaborate: T460 Research Articles: T460 Use Academic Words: Collaborate: T461</p>	<p>OH.ELA-Literacy.W.4.1.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. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>

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<p>Lesson 2: T462-T465 Explore and Plan: Argumentative Writing: T462-T463 Collaborate: T462 Research Articles: T462 Conduct Research: T464-T465 Field Research: T464 Collaborate: T464 Primary Sources: T464 Next Steps: T465</p>	<p>OH.ELA-Literacy.W.4.1.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. OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. OH.ELA-Literacy.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.</p>
<p>Lesson 3: T466-T469 Collaborate and Discuss Analyze Student Model: T466-T467 Collaborate: T466 Write for a Reader: Audience: T466 Customize It!: T466 Refine Research: T468-T469 Primary and Secondary Sources: T468-T469 Collaborate: T468 Research Articles: T468 Next Steps: T469</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. OH.ELA-Literacy.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.</p>
<p>Lesson 4: T472–T473, T474–T475 Extend Research: T472-T473 Incorporate Media: T472 Collaborate: T472 Primary Source: Social Studies: T472 Collaborate and Discuss (Revise and Edit & Peer Review): T474-T475 Revise and Edit: T474 Peer Review: T474 Customize It!: T474</p>	<p>OH.ELA-Literacy.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.</p>

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<p>Lesson 5: T476–T477 Celebrate and Reflect: T476-T477 Celebrate!: T476 Collaborate: T476 Reflect: T476 Reflect on the Unit: T477 Reading and Writing: Strategy Assessment Checklists: T477</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p>

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Unit 2: Adaptations	
Unit 2 Week 1: Selection: Feathers: Not Just for Flying, T14–T79	
<p>Lesson 1: T18–T31 Reading Workshop: Interact with Sources: Explore the Infographic: T18-T19 Quick Write: T18 Listening Comprehension (Read Aloud): Informational Text: T20-T21 Think Aloud: Analyze Informational Text: T20-T21 Fluency: T20 Spotlight on Genre: Informational Text: T22-T23 Reading-Writing Bridge: Academic Vocabulary: Related Words: T24-T25 Word Study: Teach Plurals: T26-T27</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>OH.ELA-Literacy.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).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>OH.ELA-Literacy.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.</p>

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<p>Lesson 2: T32–T57 Reading Workshop: Introduce the Text: T32-T33 Preview Vocabulary: T32-T33 Read: T32 Selection: Feathers Not Just for Flying: T34-T51 First Read: Notice: T34 Analyze Main Idea and Details: T34 Cross-Curricular Perspectives: Science: T34 First Read: Notice: T35 Analyze Main Idea and Details: T35 First Read: Generate Questions: T36 Vocabulary in Context: T36 Read Like a Writer: Author's Craft: T36 First Read: Connect: T37 Monitor Comprehension: T37 First Read: Respond: T38 Analyze Main Idea and Details: T38 Read Like a Writer: Author's Craft: T38 First Read: Generate Questions: T39 Monitor Comprehension: T39 Cross-Curricular Perspectives: Science: T39 First Read: Notice: T40 Analyze Main Idea and Details: T40 Word Study: Plurals: T40 First Read: Connect: T41 Monitor Comprehension: T41 Cross-Curricular Perspectives: Science: T41 First Read: Generate Questions: T42 Analyze Main Idea and Details: T42 First Read: Notice: T43 Analyze Main Idea and Details: T43 Read Like a Writer: Author's Craft: T43 First Read: Notice: T44 Monitor Comprehension: T44 Read Like a Writer: Author's Craft: T44 First Read: Notice: T45 Analyze Main Idea and Details: T45 Academic Vocabulary: Related Words: T45 First Read: Connect: T46 Analyze Main Idea and Details: T46 First Read: Notice: T47 Analyze Main Idea and Details: T47 Word Study: Plurals: T47 First Read: Generate Questions: T48 Monitor Comprehension: T48 First Read: Connect: T49 Analyze Main Idea and Details: T49 Cross-Curricular Perspectives: Science: T49</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.RI.4.2.b Provide a summary of the text that includes the main Idea and Key details, as well as other important information. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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). OH.ELA-Literacy.SL.4.1.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.</p>

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<p>(Continued) First Read: Respond: T50 Vocabulary: T50 Academic Vocabulary: Related Words: T50 First Read: Notice: T51 Analyze Main Idea and Details: T51 Read Like a Writer: Author's Craft: T51 Respond and Analyze: My View: T52-T53 Reading-Writing Bridge: Word Study: Apply Plurals: T54-T55</p>	<p>(Continued) OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 3: T58–T65 Reading Workshop: Close Read Comp Skill: Main Idea and Key Details: T58-T59 Reading-Writing Bridge: Read Like a Writer: Analyze Print and Graphic Features: T60-T61 Word Study: More Practice Plurals: T62-T63</p>	<p>OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.RI.4.2.b Provide a summary of the text that includes the main Idea and Key details, as well as other important information. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 4: T66–T73 Reading Workshop: Close Read Comp Strategy: Monitor Comprehension: T66-T67 Reading-Writing Bridge: Write for a Reader: Use Print and Graphic Features: T68-T69 Plurals: Word Study: Review: Prefixes mis-, en-, em-: T70-T71</p>	<p>OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 5: T74–T83 Reading Workshop: Reflect and Share: Express an Opinion: T74-T75 Reading-Writing Bridge: Plurals: Word Study: Assess Understanding: T76-T77</p>	<p>OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.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.</p>

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Unit 2 Week 2: Selection: Animal Mimics, T80–T147	
<p>Lesson 1: T84–T97 Reading Workshop: Interact with Sources: Explore Media: T84-T85 Turn, Talk, and Share: T84 Listening Comprehension (Read Aloud): Informational Text: T86-T87 Fluency: T86 Think Aloud: Analyze Informational Text: T86 Spotlight on Genre: Informational Text: T88-T89 Reading-Writing Bridge: Academic Vocabulary: Synonyms and Antonyms: T90-T91 Word Study: Teach Vowel Diphthongs: T92-T93</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 2: T98–T125 Reading Workshop: Introduce the Text: T98-T99 Preview Vocabulary: T98-T99 Read: T98 Selection: Animal Mimics: T100-T119 First Read: Connect: T100 Analyze Text Structure: T100 Cross-Curricular Perspectives: Science: T100 First Read: Generate Questions: T101 Confirm or Correct Predictions: T101 First Read: Notice: T102 Analyze Text Structure: T102 Cross-Curricular Perspectives: Science: T102 First Read: Notice: T103 Confirm or Correct Predictions: T103 Read Like a Writer: Author’s Craft: T103 First Read: Respond: T104 Analyze Text Structure: T104</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

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<p>(Continued)</p> <p>First Read: Generate Questions: T105 Confirm or Correct Predictions: T105 First Read: Notice: T106 Analyze Text Structure: T106 Word Study: Vowel Diphthongs: T106 First Read: Respond: T107 Confirm or Correct Predictions: T107 Read Like a Writer: Author's Craft: T107 First Read: Connect: T108 Analyze Text Structure: T108 First Read: Respond: T109 Confirm or Correct Predictions: T109 Cross-Curricular Perspectives: Science: T109 First Read: Generate Questions: T110 Cross-Curricular Perspectives: Science: T110 First Read: Notice: T111 Analyze Text Structure: T111 Word Study: High-Frequency Words: T111 First Read: Connect: T114 Analyze Text Structure: T114 Word Study: Vowel Diphthongs: T114 First Read: Connect: T115 Confirm or Correct Predictions: T115 Cross-Curricular Perspectives: Science: T115 First Read: Generate Questions: T116 Analyze Text Structure: T116 First Read: Notice: T117 Confirm or Correct Predictions: T117 Cross-Curricular Perspectives: Science: T117 First Read: Notice: T118 Vocabulary in Context: T118 Academic Vocabulary: Synonyms and Antonyms: T118 First Read: Notice: T119 Read Like a Writer: Author's Craft: T119 Respond and Analyze: My View: T120 Reading-Writing Bridge: Word Study: Apply Vowel Diphthongs: T122-T123</p>	<p>(Continued)</p> <p>OH.ELA-Literacy.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. OH.ELA-Literacy.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). OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 3: T126–T133 Reading Workshop: Close Read Comp Skill: Analyze Text Structure: T126-T127 Reading-Writing Bridge: Read Like a Writer: Analyze Print Text Features: T128-T129 Word Study: More Practice Vowel Diphthongs: T130-T131</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 4: T134–T141 Reading Workshop: Close Read Comp Strategy: Confirm or Correct Predictions: T134-T135 Reading-Writing Bridge: Write for a Reader: Use Print Text Features: T136-T137 Word Study: Review: Plurals: T138-T139</p>	<p>OH.ELA-Literacy.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.</p>
<p>Lesson 5: T142–T151 Reading Workshop: Reflect and Share: Write to Sources: T142-T143 Reading-Writing Bridge: Word Study: Assess Understanding: Vowel Diphthongs: T144-T145</p>	<p>OH.ELA-Literacy.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.</p>

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Unit 2 Week 3: Selection: from Minn of the Mississippi, T148–T205	
<p>Lesson 1: T152–T165 Reading Workshop: Interact with Sources: Explore the Primary Source: T152-T153 Listening Comprehension (Read Aloud): Fiction: T154-T155 Fluency: T154 Think Aloud: Analyze Fiction: T154-T154 Genre Spread: Fiction: T156-T157 Reading-Writing Bridge: Academic Vocabulary: Context Clues: T158-T159 Word Study: Teach Irregular Plurals: T160-T161</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 2: T166–T183 Reading Workshop: Introduce the Text: T166-T167 Preview Vocabulary: T166-T167 Read: T166 Selection: Minn of the Mississippi: T168-T177 First Read: Notice: T168 Analyze Plot and Setting: T168 Cross-Curricular Perspectives: Science: T168 First Read: Notice: T169 Vocabulary in Context: T169 Word Study: Irregular Plurals: T169 First Read: Generate Questions: T170 Analyze Plot and Setting: T170 Read Like a Writer: Author’s Craft: T170 First Read: Notice: T171 First Read: Respond: T172 Use Text Evidence: T172 Read Like a Writer: Author’s Craft: T172 First Read: Connect: T173 Analyze Plot and Setting: T173 Cross-Curricular Perspectives: Science: T173 First Read: Generate Questions: T174 Vocabulary in Context: T174</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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.</p>

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<p>(Continued) Academic Vocabulary: Context Clues: T174 First Read: Respond: T175 Analyze Plot and Setting: T175 Read Like a Writer: Author's Craft: T175 First Read: Respond: T176 Use Text Evidence / Fluency: T176 Read Like a Writer: Author's Craft: T176 First Read: Notice: T177 Analyze Plot and Setting: T177 Read Like a Writer: Author's Craft: T177 Respond and Analyze: My View: T178-T179 Reading-Writing Bridge: Word Study: Apply Irregular Plurals: T180-T181</p>	<p>(Continued) OH.ELA-Literacy.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). OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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].”).</p>
<p>Lesson 3: T184–T191 Reading Workshop: Close Read Comp Skill: Analyze Plot and Setting: T184-T185 Reading-Writing Bridge: Read Like a Writer: Analyze Figurative Language: T186-T187 Word Study: More Practice Irregular Plurals: T188-T189</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.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).</p>
<p>Lesson 4: T192–T199 Reading Workshop: Close Read Comp Strategy: Use Text Evidence: T192-T193 Reading-Writing Bridge: Write for a Reader: Use Figurative Language: T194-T195 Word Study: Review: Vowel Diphthongs: T196-T197</p>	<p>OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
<p>Lesson 5: T200–T209 Reading Workshop: Reflect and Share: Write to Sources: T200-T201 Reading-Writing Bridge: Irregular Plurals: Word Study: Assess Understanding: T202-T203</p>	<p>OH.ELA-Literacy.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.</p>

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Unit 2 Week 4: Selection: from Butterfly Eyes and Other Secrets of the Meadow, T206–T265	
<p>Lesson 1: T210–T223 Reading Workshop: Interact with Sources: Explore the Infographic: T210-T211 Listening Comprehension (Read Aloud): Poetry: T212-T213 Fluency: T212 Think Aloud: Analyze Poetry: T212-T212 Genre Spread: Poetry: T214-T215 Reading-Writing Bridge: Academic Vocabulary: Analyze Analogies: T216-T217 Word Study: Teach Greek Roots: T218-T219</p>	<p>OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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. OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 2: T224–T243 Reading Workshop: Introduce the Text: T224-T225 Preview Vocabulary: T224-T225 Read: T224 Selection: Poetry: Butterfly Eyes: T226-T237 First Read: Notice: T226 Explain Poetic Language and Elements: T226 Academic Vocabulary: Analogies: T226 First Read: Notice: T227 Explain Poetic Language and Elements: T227 Cross-Curricular Perspectives: Science: T227 First Read: Connect: T228 Visualize Imagery: T228 First Read: Connect: T229 Visualize Imagery: T229 Word Study: Greek Roots: T229 First Read: Notice: T230 Explain Poetic Language and Elements: T230 Read Like a Writer: Author's Craft: T230 First Read: Notice: T231 Explain Poetic Language and Elements: T231 First Read: Generate Questions: T232 Vocabulary in Context: T232 Cross-Curricular Perspectives: Science: T232 First Read: Notice: T234 Explain Poetic Language and Elements: T234 First Read: Respond: T235 Explain Poetic Language and Elements: T235 Read Like a Writer: Author's Craft: T235 First Read: Connect: T236 Visualize Imagery: T236 Cross-Curricular Perspectives: Science: T236 First Read: Respond: T237 Word Study: Greek Roots: T237 Respond and Analyze: My View: T238-T239 Reading-Writing Bridge: Word Study: Apply Greek Roots: T240-T241</p>	<p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.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). OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 3: T244–T251 Reading Workshop: Close Read Comp Skill: Explain Poetic Language and Elements: T244-T245 Reading-Writing Bridge: Read Like a Writer: Analyze Imagery: T246-T247 Word Study: More Practice Greek Roots: T248-T249</p>	<p>OH.ELA-Literacy.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.</p>

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<p>Lesson 4: T252–T259 Reading Workshop: Close Read Comp Strategy: Visualize Imagery: T252-T253 Reading-Writing Bridge: Write for a Reader: Use Imagery: T254-T255 Word Study: Review: Irregular Plurals: T256-T257</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely.</p>
<p>Lesson 5: T260–T269 Reading Workshop: Reflect and Share: Write to Sources: T260-T261 Reading-Writing Bridge: Word Study: Assess Understanding: Greek roots: T262-T263</p>	<p>OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Unit 2 Week 5: Selection: The Weird and Wonderful Echidna and The Very Peculiar Platypus, T266–T329</p>	
<p>Lesson 1: T270–T283 Reading Workshop: Interact with Sources: Explore the Infographic: T270-T271 Illustrate: T270 Listening Comprehension (Read Aloud): Informational Text: T272-T273 Fluency: T272 Think Aloud: Analyze Informational Text: Display "Primates of Madagascar.": T272 Spotlight on Genre: Informational Text: T274-T275 Reading-Writing Bridge: Academic Vocabulary: Parts of Speech: T276-T277 Word Study: Teach Latin Roots terr, rupt, tract, aqua, dict: T278-T279</p>	<p>OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 2: T284–T307 Reading Workshop: Introduce the Text: Paired 1: T284-T285 Compare Texts: T284-T284 Read: T284 Preview Vocabulary: T284-T285 Selection: Weird and Wonderful Echidna: T286-T293 First Read: Generate Questions: T286 Monitor Comprehension: T286 Academic Vocabulary: Parts of Speech: T286 First Read: Respond: T287 Synthesize Information: T287 Cross-Curricular Perspectives: Science: T287 First Read: Connect: T288 Monitor Comprehension: T288 First Read: Respond: T289 Monitor Comprehension: T289 Cross-Curricular Perspectives: Science: T289 First Read: Generate Questions: T290 Synthesize Information: T290 Cross-Curricular Perspectives: Science: T290 First Read: Generate Questions: T291 Monitor Comprehension: T291 First Read: Generate Questions: T292 Vocabulary in Context: T292 Cross-Curricular Perspectives: Science: T292 First Read: Respond: T293 Synthesize Information: T293 Read Like a Writer: Author's Craft: T293 Reading Workshop: Introduce the Text: Paired 2: T294-T295 Compare Texts: T294 Read and Compare: Compare Texts: T294 Preview Vocabulary: T294-T295 Selection: Paired 2: Very Peculiar Platypus: T296-T301 First Read: Notice: T296 Synthesize Information: T296 First Read: Connect: T297 Vocabulary in Context: T297 Academic Vocabulary: Parts of Speech: T297 First Read: Notice: T298 Synthesize Information: T298 Cross-Curricular Perspectives: Science: T298 First Read: Generate Questions: T299 Synthesize Information: T299 First Read: Respond: T300 Synthesize Information: T300 Word Study: Latin Roots: T300 First Read: Notice: T301</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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”).</p>

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(Continued) Monitor Comprehension: T301 Respond and Analyze: My View: T302-T303 Reading-Writing Bridge: Word Study: Apply Latin Roots terr, rupt, tract, aqua, dict: T304-T305	(Continued)
Lesson 3: T308–T315 Reading Workshop: Close Read Comp Skill: Synthesize Information: T308-T309 Reading-Writing Bridge: Read Like a Writer: Analyze Text Structure: T310- T311 Word Study: More Practice Latin Roots terr, rupt, tract, aqua, dict: T312-T313	OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Lesson 4: T316–T323 Reading Workshop: Close Read Comp Strategy: Monitor Comprehension: T316-T317 Reading-Writing Bridge: Write for a Reader: Use Text Structure: T318- T319 Word Study: Review: Greek Roots bio, phon, scope, graph, meter, tele: T320-T321	OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Lesson 5: T324–T329 Reading Workshop: Reflect and Share: Talk About It: T324-T325 Reading-Writing Bridge: Word Study: Assess Understanding: Latin Roots, terr, rupt, tract, aqua, dict: T326-T327	OH.ELA-Literacy.L.4.3.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). OH.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.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.

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Writing Workshop	
Week 1	
<p>Lesson 1: T340–T343 Writing Workshop: Genre Immersion Lesson: Analyze a Travel Article, Independent Writing, & Share Back: T340-T341 Reading-Writing Bridge: Spelling: Spell Plurals: T342 Language and Conventions: Fix Sentence Fragments: T343</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T344–T347 Writing Workshop: Genre Immersion Lesson: Analyze a Lead Paragraph, Independent Writing, & Share Back: T344-T345 Prewriting Researching: T344 Reading-Writing Bridge: Spelling: Teach Spell Plurals: T346 Language and Conventions: Compound Sentences: T347</p>	<p>OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.2.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. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 3: T348–T351 Writing Workshop: Analyze Photographs, Independent Writing, & Share Back: T348-T349 Reading-Writing Bridge: Spelling: Spell Plurals: T350 Language and Conventions: Teach Compound Sentences: T351</p>	<p>OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. OH.ELA-Literacy.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 4: T352–T355 Writing Workshop: Brainstorm and Set a Purpose, Independent Writing, & Share Back: T352-T353 Reading-Writing Bridge: Spelling: Review: Prefixes mis-, en-, em-: T354 Language and Conventions: Practice Compound Sentences: T355</p>	<p>OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.2.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. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 5: T356–T363 Writing Workshop: Plan Your Travel Article: T356-T357; Writing Club: T357 Reading-Writing Bridge: Spelling: T358 Language and Conventions: Compound Sentences: T359</p>	<p>OH.ELA-Literacy.W.4.2.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. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. OH.ELA-Literacy.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.) OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. OH.ELA-Literacy.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.)</p>
<p>Week 2</p>	
<p>Lesson 1: T364–T367 Writing Workshop: Develop an Introduction, Independent Writing, & Share Back: T364-T365 Reading-Writing Bridge: Spelling: Spell Vowel Diphthongs: T366 Language and Conventions: Compound Sentences: T367</p>	<p>OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.2.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. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

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<p>Lesson 2: T368–T371 Writing Workshop: Develop Relevant Details, Independent Writing, & Share Back: T368-T369 Drafting Relevant Details: T368 Reading-Writing Bridge: Spelling: Teach Vowel Diphthongs: T370 Language and Conventions: Complex Sentences: T371</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 3: T372–T375 Writing Workshop: Develop Different Types of Details, Independent Writing, & Share Back: T372-T372 Reading-Writing Bridge: Spelling: Vowel Diphthongs: T374 Language and Conventions: Teach Complex Sentences: T375</p>	<p>OH.ELA-Literacy.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. OH.ELA-Literacy.W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. OH.ELA-Literacy.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.) OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>

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<p>Lesson 4: T376–T379 Writing Workshop: Compose Captions for Visuals, Independent Writing, & Share Back: T376-T377 Reading-Writing Bridge: Spelling: Review: Plurals: T378 Writing Bridge: Language and Conventions: Practice Complex Sentences: T379</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 5: T380–T387 Writing Workshop: Develop a Conclusion: T380; Writing Club: T381 Reading-Writing Bridge: Spelling: Spell Vowel Diphthongs: T382 Writing Bridge: Language and Conventions: Complex Sentences: T383</p>	<p>OH.ELA-Literacy.W.4.2.e Provide a concluding statement or section related to the information or explanation presented. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. OH.ELA-Literacy.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.)</p>

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Week 3	
<p>Lesson 1: T388–T391 Writing Workshop: Compose a Headline, Independent Writing, & Share Back: T388-T389 Reading-Writing Bridge: Spelling: Spell Irregular Plurals: T390 Writing Bridge: Language and Conventions: Complex Sentences: T391</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.2.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. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T392–T395 Writing Workshop: Compose Body Paragraphs, Independent Writing, & Share Back: T392-T393 Reading-Writing Bridge: Spelling: Teach Spell Irregular Plurals: T394 Writing Bridge: Language and Conventions: Common Nouns and Proper Nouns: T395</p>	<p>OH.ELA-Literacy.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. OH.ELA-Literacy.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.)</p>

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<p>Lesson 3: T396–T399 Writing Workshop: Group Paragraphs Into Sections, Independent Writing, & Share Back: T396-T397 Drafting Clarity and Coherence: T396 Reading-Writing Bridge: Spelling: Spell Irregular Plurals: T398 Writing Bridge: Language and Conventions: Teach Common Nouns and Proper Nouns: T399</p>	<p>OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. OH.ELA-Literacy.W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 4: T400–T403 Writing Workshop: Develop Transitions, Independent Writing, & Share Back: T400-T401 Reading-Writing Bridge: Spelling: Review: Diphthongs ou, ow, oi, oy: T402 Writing Bridge: Language and Conventions: Practice Common Nouns and Proper Nouns: T403</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). OH.ELA-Literacy.W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 5: T404–T411 Writing Workshop: Compose with Multimedia: T404-T405; Select a Genre: T405; Genre of Choice: T405 Reading-Writing Bridge: Spelling: Spell Irregular Plurals: T406 Writing Bridge: Language and Conventions: Common and Proper Nouns: T407</p>	<p>OH.ELA-Literacy.W.4.10 Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. OH.ELA-Literacy.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.</p>
<p>Week 4</p>	
<p>Lesson 1: T412–T415 Writing Workshop: Use Linking Words and Phrases, Independent Writing, & Share Back: T412-T413 Reading-Writing Bridge: Spelling: Spell Words with Greek Roots: T414 Writing Bridge: Language and Conventions: Common Nouns and Proper Nouns: T415</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). OH.ELA-Literacy.W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
<p>Lesson 2: T416–T419 Writing Workshop: Use Precise Language and Vocabulary, Independent Writing, & Share Back: T416-T417 Revising and Editing Revising a Draft: T416 Reading-Writing Bridge: Spelling: Teach Spell Words with Greek Roots: T418 Writing Bridge: Language and Conventions: Singular and Plural Nouns: T419</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

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<p>Lesson 3: T420–T423 Writing Workshop: Edit for Capitalization, Independent Writing, & Share Back: T420-T421 Reading-Writing Bridge: Spelling: Spell Words with Greek Roots: T422 Language and Conventions: Teach Singular and Plural Nouns: T423</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p>Lesson 4: T424–T427 Writing Workshop: Edit for Adverbs, Independent Writing, & Share Back: T424-T425 Reading-Writing Bridge: Spelling: Review: Irregular Plurals: T426 Writing Bridge: Language and Conventions: Practice Singular and Plural Nouns: T427</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
<p>Lesson 5: T428–T435 Writing Workshop: Edit for Coordinating Conjunctions: T428-T429; Writing Club: T429 Reading-Writing Bridge: Spelling: Spell Words with Greek Roots: T430 Writing Bridge: Language and Conventions: Singular and Plural Nouns: T431</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
Week 5	
<p>Lesson 1: T436–T439 Writing Workshop: Edit Complete Sentences, Independent Writing, & Share Back: T436-T437 Reading-Writing Bridge: Spelling: Spell Words with Latin Roots: T438 Language and Conventions: Singular and Plural Nouns: T439</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p>Lesson 2: T440–T443 Writing Workshop: Edit for Nouns, Independent Writing, & Share Back: T440-T441 Reading-Writing Bridge: Spelling: Teach Spell Words with Latin Roots terr, rupt, tract, aqua, dict: T442 Writing Bridge: Language and Conventions: Subject-Verb Agreement: T443</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>

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<p>Lesson 3: T444–T447 Writing Workshop: Publish and Celebrate, Independent Writing, & Share Back: T444-T445 Publishing Adding Media: T444 Reading-Writing Bridge: Spelling: Spell Words with Latin Roots terr, rupt, tract, aqua, dict: T446 Language and Conventions: Teach Subject-Verb Agreement: T447</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.</p>
<p>Lesson 4: T448–T451 Writing Workshop: Prepare for Assessment, Independent Writing, & Share Back: T448-T449 Reading-Writing Bridge: Spelling: Review: Greek Roots bio, phon, scope, graph, meter, tele: T450 Writing Bridge: Language and Conventions: Practice Subject-Verb Agreement: T451</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>Lesson 5: T452–T454 Writing Workshop: Assessment: T452; Writing Workshop: Writing Assessment and Rubric: T453; Writing Assessment: Travel Article: T453; 4-Point Informational Writing Rubric: T453 Reading-Writing Bridge: Spelling: Spell Words with Latin Roots: T454 Writing Bridge: Language and Conventions: Subject-Verb Agreement: T455</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. OH.ELA-Literacy.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.</p>

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Unit 2: Project-Based Inquiry: Week 6	
<p>Lesson 1: T460-T461, T462-T463 Compare Across Texts: Adaptations: T460-T461 Turn, Talk, and Share: T460 Inquire/Introduce the Project: T462-T463 Introduce the Project: T462; Critical Literacy: Build Background: T462; Collaborate: T462; Research Articles: T462; Use Academic Words: Collaborate: T463</p>	<p>OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text. OH.ELA-Literacy.W.4.2.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.</p>
<p>Lesson 2: T464-T465, T466-T467 Explore and Plan: T464-T465 Informational Writing: T464; Critical Literacy: Main Ideas and Facts: T464; Collaborate: T464; Research Articles: T464; Plan Your Research: T465 Conduct Research: T466-T467 Library Databases: T466-T466; Collaborate: T466; Primary Sources: T466; Next Steps: Big Data: T467</p>	<p>OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text. OH.ELA-Literacy.W.4.2.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.</p>
<p>Lesson 3: T468-T469, T470-T471 Collaborate and Discuss (Analyze Student Model): T468-T469 Collaborate: T468; Write for a Reader: T468; Customize It!: T468; Make an Informational Poster: T469 Refine Research: T470-T471 Develop a Bibliography: T470; Collaborate: T470; Research Articles: T470; Critical Literacy: References: T470</p>	<p>OH.ELA-Literacy.W.4.2.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.</p>

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<p>Lesson 4: T472–T473, T474–T475 Extend Research: T472-T473 Incorporate Media: T472; Collaborate: T472; Primary Source: Social Studies: T472 Collaborate and Discuss (Revise and Edit & Peer Review): T474-T475 Revise and Edit: T474; Peer Review: T474; Customize It!: T474</p>	<p>OH.ELA-Literacy.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. OH.ELA-Literacy.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.</p>
<p>Lesson 5: T476–T477 Celebrate and Reflect: T476-T477 Celebrate!: T476; Collaborate: T476; Reflect: T476; Reflect on the Unit: T477; Reading and Writing: Strategy Assessment Checklists: T477</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.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.</p>

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Unit 3: Diversity	
Unit 3 Week 1: Selection: from Out of My Mind, T14–T67	
<p>Lesson 1: T18–T31 Reading Workshop: Interact with Sources: Explore the Infographic: T18-T19 Listening Comprehension (Read Aloud): Realistic Fiction: T20-T21; Fluency: T20; Think Aloud: Analyze Realistic Fiction: T20 Spotlight on Genre: Realistic Fiction: T22-T23 Reading-Writing Bridge: Academic Vocabulary: Related Words: T24-T25 Word Study: Teach Related Words: T26-T27</p>	<p>OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. OH.ELA-Literacy.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.</p>

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<p>Lesson 2: T32–T45 Reading Workshop: Introduce the Text: T32-T33 Preview Vocabulary: T32-T33 Read: T32 Shared Read Plan: T32 Selection: Out of My Mind: T34-T39 First Read: Notice: T34 Analyze Characters: T34 Cross-Curricular Perspectives: Science: T34 First Read: Respond: T35 Make Inferences About Characters: T35 Academic Vocabulary: Related Words: T35 First Read: Connect: T36 Make Inferences About Characters: T36 Read Like a Writer: Author's Craft: T36 First Read: Generate Questions: T37 Analyze Characters: T37 Word Study: Related Words: T37 First Read: Connect: T38 Analyze Characters: T38 First Read: Notice: T39 Vocabulary in Context: T39 Cross-Curricular Perspectives: Science: T39 Respond and Analyze: My View: T40-T41 Reading-Writing Bridge: Word Study: Apply Related Words: T42-T43</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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). OH.ELA-Literacy.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). OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 3: T46–T53 Reading Workshop: Close Read Comp Skill: Analyze Characters: T46-T47 Reading-Writing Bridge: Read Like a Writer: Analyze Repetition: T48-T49 Word Study: More Practice Related Words: T50-T51</p>	<p>OH.ELA-Literacy.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).</p>
<p>Lesson 4: T54–T61 Reading Workshop: Close Read Comp Strategy: Make Inferences About Characters: T54-T55 Reading-Writing Bridge: Write for a Reader: T56-T57 Use Repetition: T56-T57; Writing Workshop: T57 Word Study: Review: Greek Roots bio, phon, scope, graph, meter, tele: T58-T59</p>	<p>OH.ELA-Literacy.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.</p>
<p>Lesson 5: T62–T71 Reading Workshop: Reflect and Share: Talk About It: T62-T63 Reading-Writing Bridge: Word Study: Assess Understanding: Related Words: T64-T65</p>	<p>OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. OH.ELA-Literacy.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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].”).</p>

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Unit 3 Week 2: Selection: from Mama's Window, T68–T127	
<p>Lesson 1: T72–T85 Reading Workshop: Interact with Sources: Explore the Poem: T72-T73 Illustrate and Describe: T73-T73 Listening Comprehension (Read Aloud): Realistic Fiction: T74-T75 Fluency: T74 Think Aloud: Analyze Realistic Fiction: T74 Genre Spread: T76-T77 Spotlight on Genre: T76-T77 Realistic Fiction: T76-T77 Reading-Writing Bridge: Academic Vocabulary: Synonyms and Antonyms: T78-T79 Word Study: Teach r-Controlled Vowels: T80-T81</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.L.4.4.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 key words and phrases.</p> <p>OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p> <p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 2: T86–T105 Reading Workshop: Introduce the Text: T86-T87 Preview Vocabulary: T86-T87 Read: T86 Selection: Mama's Window: T88-T99 First Read: Notice: T88 Analyze Plot: T88 Read Like a Writer: Author's Craft: T88 First Read: Respond: T89 Confirm or Correct a Prediction: T89 Academic Vocabulary: Synonyms: T89 First Read: Notice: T90 Vocabulary in Context: T90 First Read: Generate Questions: T91 Confirm or Correct a Prediction: T91</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely.</p> <p>OH.ELA-Literacy.L.4.3.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).</p> <p>OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p> <p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.</p>

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<p>(Continued)</p> <p>Word Study: R-Controlled Vowels: T91 First Read: Respond: T92 Confirm or Correct a Prediction: T92 Read Like a Writer: Author's Craft: T92 First Read: Connect: T93 Analyze Setting: T93 First Read: Generate Questions: T94 Analyze Setting: T94 First Read: Connect: T95 Confirm or Correct a Prediction: T95 Read Like a Writer: Author's Craft: T95 First Read: Respond: T96 Analyze Plot: T96 Cross-Curricular Perspectives: Social Studies: T96 First Read: Notice: T97 Analyze Plot: T97 Academic Vocabulary: Synonyms: T97 First Read: Respond: T98 Analyze Plot and Setting: T98 Read Like a Writer: Author's Craft: T98 First Read: Connect: T99 Analyze Plot and Setting: T99 Respond and Analyze: My View: T100-T101 Reading-Writing Bridge: Word Study: Apply r-Controlled Vowels: T102-T103</p>	<p>(Continued)</p> <p>OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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). OH.ELA-Literacy.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).</p>
<p>Lesson 3: T106–T113 Reading Workshop: Close Read Comp Skill: Analyze Plot and Setting: T106-T107 Reading-Writing Bridge: Read Like a Writer: Analyze Adages and Proverbs: T108-T109 Word Study: More Practice r-Controlled Vowels: T110-T111</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.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). OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

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<p>Lesson 4: T114–T121 Reading Workshop: Close Read Comp Strategy: Confirm and Correct Predictions: T114-T115 Reading-Writing Bridge: Write for a Reader: Use Adages and Proverbs: T116-T117 Writing Workshop: T117-T117 Word Study: Review: Related Words: T118-T119</p>	<p>OH.ELA-Literacy.L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
<p>Lesson 5: T122–T127 Reading Workshop: Reflect and Share: Write to Sources: T122-T123 Reading-Writing Bridge: Word Study: Assess Understanding: r-Controlled Vowels: T124-T125</p>	<p>OH.ELA-Literacy.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.</p>
<p>Unit 3 Week 3: Selection: Trombone Shorty, T128–T193</p>	
<p>Lesson 1: T132–T145 Reading Workshop: Interact with Sources: Explore the Media: T132-T133 Take Notes: T132 Listening Comprehension (Read Aloud): Autobiography: T134-T135 Think Aloud: Analyze Autobiography: T134-T135 Fluency: T134 Genre Spread: Autobiography: T136-T137 Reading-Writing Bridge: Academic Vocabulary: Context Clues: T138-T139 Word Study: Teach Final Stable Syllables: T140-T141</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 2: T146–T171 Reading Workshop: Introduce the Text: T146-T147 Preview Vocabulary: T146-T147 Read: T146 Selection: Trombone Shorty: T148-T165 First Read: Notice: T148 Explain Author's Purpose, T148 Cross-Curricular Perspectives: Social Studies: T148 First Read: Connect: T149 Explain Author's Purpose: T149 Read Like a Writer: Author's Craft: T149 First Read: Notice: T150 Make Connections: T150 Cross-Curricular Perspectives: Social Studies: T150 First Read: Connect: T151 Explain Author's Purpose: T151 Word Study: Final Stable Syllables: T151 First Read: Respond: T152 Vocabulary in Context: T152 Read Like a Writer: Author's Craft: T152 First Read: Connect: T153 First Read: Notice: T154 Make Connections: T154 Cross-Curricular Perspectives: Social Studies: T154 First Read: Generate Questions: T155 Explain Author's Purpose: T155 Read Like a Writer: Author's Craft: T155 First Read: Notice: T156 Make Connections: T156 Academic Vocabulary: Related Words: T156 First Read: Notice: T157 Explain Author's Purpose: T157 Cross-Curricular Perspectives: Social Studies: T157 First Read: Notice: T158 Cross-Curricular Perspectives: Social Studies: T158 First Read: Notice: T159 Explain Author's Purpose: T159 Read Like a Writer: Author's Craft: T159 First Read: Notice: T160 Make Connections: T160 First Read: Notice: T161 Explain Author's Purpose: T161 First Read: Connect: T162</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>(Continued) Cross-Curricular Perspectives: Social Studies: T162 First Read: Notice: T163 Explain Author's Purpose: T163 Cross-Curricular Perspectives: Social Studies: T163 First Read: Notice: T164 Read Like a Writer: Author's Craft: T164 First Read: Respond: T165 Explain Author's Purpose: T165 Read Like a Writer: Author's Craft: T165 Respond and Analyze: My View: T166-T167 Reading-Writing Bridge: Word Study: Apply Final Stable Syllables: T168-T169</p>	<p>(Continued)</p>
<p>Lesson 3: T172–T179 Reading Workshop: Close Read Comp Skill: Explain Author's Purpose: T172-T173 Reading-Writing Bridge: Read Like a Writer: Analyze Graphic Features: T174-T175 Word Study: More Practice Final Stable Syllables: T176-T177</p>	<p>OH.ELA-Literacy.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.</p>
<p>Lesson 4: T180–T187 Reading Workshop: Close Read Comp Strategy: Make Connections: T180-T181 Reading-Writing Bridge: Write for a Reader: Use Graphic Features: T182-T183 Word Study: Review: r-Controlled Vowels: T184-T185</p>	<p>OH.ELA-Literacy.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.</p>
<p>Lesson 5: T188–T197 Reading Workshop: Reflect and Share: Write to Sources: T188-T189 Reading-Writing Bridge: Word Study: Assess Understanding: Final Stable Syllables: T190-T191</p>	<p>OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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Unit 3 Week 4: Selection: Weslandia and “The Circuit”, T194–T267	
<p>Lesson 1: T198–T211 Reading Workshop: Interact with Sources: Explore the Infographic: T198-T199 Turn, Talk, and Share: T198 Listening Comprehension (Read Aloud): Fiction: T200-T201 Think Aloud: Analyze Fiction: T200-T201 Fluency: T200 Genre Spread: Fiction and Realistic Fiction: T202-T203 Reading-Writing Bridge: Academic Vocabulary: Figurative Language: T204-T205 Word Study: Teach Syllable Patterns V/CV and VC/V: T206-T207</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>OH.ELA-Literacy.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).</p> <p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>OH.ELA-Literacy.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).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 2: T212–T245 Reading Workshop: Introduce the Text: Paired 1 Weslandia: T212-T213 Preview Vocabulary: T212 Read: T212 Selection: Weslandia: T214-T225 First Read: Respond: T214 Compare and Contrast Point of View: T214 First Read: Respond: T215 First Read: Connect: Think Aloud: T216 Compare and Contrast Point of View: T216 Read Like a Writer: Author's Craft: T216 First Read: Notice: T217 Compare and Contrast Point of View: T218 Read Like a Writer: Author's Craft: T218 First Read: Notice: T219 Generate Questions: T219 Generate Questions: T220 Cross-Curricular Perspectives: Social Studies: T220 First Read: Respond: T221 Generate Questions: T221 Compare and Contrast Point of View: T222 First Read: Notice: Think Aloud: T223 Read Like a Writer: Author's Craft: T223 First Read: Connect: Think Aloud: T224 First Read: Generate Questions: Think Aloud: T225 Compare and Contrast Point of View: T225 Reading Workshop: Introduce the Text: Paired 2 the Circuit: T226 Preview Vocabulary: T226 Read and Compare: T226 First Read Strategies: T226 Reading Workshop: Selection: The Circuit: T228-T239 Compare and Contrast Point of View: T228 Cross-Curricular Perspectives: Social Studies: T228 First Read: Connect: Think Aloud: T229 Compare and Contrast Point of View: T229 Academic Language: Figurative Language: T229 Vocabulary in Context: T230 First Read: Generate Questions: Think Aloud: T231 Compare and Contrast Point of View: T231 First Read: Connect: Think Aloud: T232 Generate Questions: T232 Craft: T232</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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). OH.ELA-Literacy.RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>(Continued) First Read: Respond: Think Aloud: T233 Compare and Contrast Point of View: T233 Figurative Language: T233 First Read: Notice: Think Aloud: T234 Generate Questions: T234 Read Like a Writer: Author's Craft: T234 First Read: Connect: Think Aloud: T235 Vocabulary in Context: T235 First Read: Generate Questions: T236 First Read: Generate Questions: T237 Compare and Contrast Point of View: T237 Compare and Contrast Point of View: T238 Read Like a Writer: Author's Craft: T238 First Read: Respond: Think Aloud: T239 Compare and Contrast Point of View: T239 Read Like a Writer: Author's Craft: T239 Respond and Analyze: My View: T240-T241 Reading-Writing Bridge: Word Study: Apply Syllable Patterns V/CV and VC/V: T242-T243</p>	<p>(Continued)</p>
<p>Lesson 3: T246–T253 Reading Workshop: Close Read Comp Skill: Compare and Contrast Point of View: T246-T247 Reading-Writing Bridge: Read Like a Writer: Author's Purpose and Message: T248-T249 Word Study: More Practice Syllable Patterns V/CV and VC/V: T250-T251</p>	<p>OH.ELA-Literacy.RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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].”).</p>

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<p>Lesson 4: T254–T261 Reading Workshop: Close Read Comp Strategy: Generate Questions: T254-T255 Reading-Writing Bridge: Write for a Reader: T256-T257 Author’s Purpose and Message: T256-T257 Writing Workshop: T257 Word Study: Review: Final Stable Syllables: T258-T259</p>	<p>OH.ELA-Literacy.RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters. OH.ELA-Literacy.W.4.10 Write routinely over extended time frames 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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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].”).</p>
<p>Lesson 5: T262–T271 Reading Workshop: Reflect and Share: Write to Sources: T262-T263 Reading-Writing Bridge: Word Study: Assess Understanding: T264-T265</p>	<p>OH.ELA-Literacy.W.4.9.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].”).</p>
<p>Unit 3 Week 5: Selection: Poetry Collection, T268–T321</p>	
<p>Lesson 1: T272–T285 Reading Workshop: Interact with Sources: Explore the Infographic: T272-T273 Freewrite: T272 Listening Comprehension (Read Aloud): Poetry: T274-T275 Think Aloud: Analyze Poetry: T274-T275 Fluency: T274 Genre Spread: Poetry: T276-T277 Reading-Writing Bridge: Academic Vocabulary: Parts of Speech: T278-T279 Word Study: Teach Silent Letters: T280-T281</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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.</p>

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(Continued)	(Continued) OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<p>Lesson 2: T286–T299 Reading Workshop: Introduce the Text: T286-T287 Preview Vocabulary: T286-T287 Read: T286 Selection: Poetry: T288-T293 First Read: Notice: Think Aloud: T288 Examine Poetic Elements: T288 Academic Vocabulary: Parts of Speech and Multiple-Meaning Words: T288 First Read: Connect: Think Aloud: T289 Visualize to Understand: T289 Cross-Curricular Perspectives: Social Studies: T289 First Read: Notice: Think Aloud: T290 Visualize to Understand/Examine Poetic Elements: T290 Word Study: Silent Letters: T290 First Read: Connect: Think Aloud: T291 Examine Poetic Elements: T291 Cross-Curricular Perspectives: Social Studies: T291 First Read: Generate Questions: Think Aloud: T292 Visualize to Understand: T292 Read Like a Writer: Author's Craft: T292 First Read: Respond: T293 Vocabulary in Context/Fluency: T293 Read Like a Writer: Author's Craft: T293 Respond and Analyze: My View: T294-T295 Reading-Writing Bridge: Word Study: Apply Silent Letters: T296-T297</p>	OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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.

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(Continued)	(Continued) OH.ELA-Literacy.RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.
<p>Lesson 3: T300–T307 Reading Workshop: Close Read Comp Skill: Examine Poetic Elements: T300-T301 Reading-Writing Bridge: Read Like a Writer: Literary Devices: T302-T303 Word Study: More Practice Silent Letters: T304-T305</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 4: T308–T315 Reading Workshop: Close Read Comp Strategy: Visualize to Understand: T308-T309 Reading-Writing Bridge: Write for a Reader: Literary Devices: T310-T311 Word Study: Review: Syllable Patterns V/CV and VC/V: T312-T313</p>	<p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 5: T316–T317 Reading Workshop: Reflect and Share: Talk About It: T316-T317 Reading-Writing Bridge: Word Study: Assess Understanding: Silent Letters: T318-T319</p>	<p>OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.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.</p>

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Writing Workshop	
Week 1	
<p>Lesson 1: T332–T335 Writing Workshop: Genre Immersion Lesson: Understand Realistic Fiction, Independent Writing, & Share Back: T332-T333 Reading-Writing Bridge: Spelling: Spell Related Words: T334 Language and Conventions: Spiral Review: Subject-Verb Agreement: T335</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T336–T339 Writing Workshop: Genre Immersion Lesson: Identify Parts of the Plot, Independent Writing, & Share Back: T336-T337 Reading-Writing Bridge: Spelling: Teach Spell Related Words: T338 Language and Conventions: Prepositions: T339</p>	<p>OH.ELA-Literacy.L.4.1.e Form and use prepositional phrases. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 3: T340–T343 Writing Workshop: Recognize Elements of Realistic Fiction, Independent Writing, & Share Back: T340-T341 Reading-Writing Bridge: Spelling: Spell Related Words: T342 Language and Conventions: Teach Prepositions: T343</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.1.e Form and use prepositional phrases. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 4: T344–T347 Writing Workshop: Brainstorm a Topic, Independent Writing, & Share Back: T344-T345 Prewriting Mind Mapping: T344 Reading-Writing Bridge: Spelling: Review: Words with Latin Roots: T346 Language and Conventions: Practice Compound Sentences: T347</p>	<p>OH.ELA-Literacy.L.4.1.e Form and use prepositional phrases. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 5: T348–T355 Writing Workshop: Plan Your Realistic Fiction Story: T348 Writing Club: T349 What’s Happening This Week?: T349 What Are We Sharing?: T349 How Do We Get Started?: T349 Reading-Writing Bridge: Spelling: Spell Related Words: T350 Language and Conventions: Prepositions: T351</p>	<p>OH.ELA-Literacy.L.4.1.e Form and use prepositional phrases. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Week 2</p>	
<p>Lesson 1: T356–T359 Writing Workshop: Compose a Character Description: External, Independent Writing, & Share Back: T356 Reading-Writing Bridge: Spelling: r-Controlled Vowels: T358 Language and Conventions: Prepositions and Prepositional Phrases: T359</p>	<p>OH.ELA-Literacy.L.4.1.e Form and use prepositional phrases. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 2: T360–T363 Writing Workshop: Compose a Character Description: Internal, Independent Writing, & Share Back: T360-T361 Drafting Descriptions: T360 Reading-Writing Bridge: Teach Spelling: r-Controlled Vowels: T362 Language and Conventions: Subject-Verb Agreement: T363</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 3: T364–T367 Writing Workshop: Compose Information About the Setting:, Independent Writing, & Share Back T364-T365 Reading-Writing Bridge: Spelling: r-Controlled Vowels: T366 Language and Conventions: Teach Subject-Verb Agreement: T367</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 4: T368–T371 Writing Workshop: Compose Information About the Setting, Independent Writing, & Share Back: T368-T369 Reading-Writing Bridge: Spelling: Review: Related Words: T370 Language and Conventions: Practice Subject-Verb Agreement: T371</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters organize an event sequence that unfolds naturally. OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 5: T372–T379 Writing Workshop: Compose a Plot: Develop a Resolution: T372 Writing Club: T373 What’s Happening This Week?: T373 What Are We Sharing?: T373 How Do We Get Started?: T373 Reading-Writing Bridge: Spelling: r-Controlled Vowels: T374 Language and Conventions: Subject-Verb Agreement: T375</p>	<p>OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. OH.ELA-Literacy.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). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events. OH.ELA-Literacy.W.4.3.e Provide a conclusion that follows from the narrated experiences or event. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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Week 3	
<p>Lesson 1: T380–T383 Writing Workshop: Compose From a Point of View, Independent Writing, & Share Back: T380-T381 Reading-Writing Bridge: Spelling: Spell Words with Final Stable Syllables: T382 Language and Conventions: Subject- Verb Agreement: T383</p>	<p>OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T384–T387 Writing Workshop: Compose an Event Sequence, Independent Writing, & Share Back: T384-T385 Reading-Writing Bridge: Spelling: Spell Words with Final Stable Syllables: T386 Language and Conventions: Irregular Verbs: T387</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 3: T388–T391 Writing Workshop: Compose Dialogue, Independent Writing, & Share Back: T388-T389 Reading-Writing Bridge: Spelling: Spell Multisyllabic Words: T390 Language and Conventions: Teach Irregular Verbs: T391</p>	<p>OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 4: T392–T395 Writing Workshop: Plan Illustrations, Independent Writing, & Share Back: T392-T393 Drafting Plan Illustrations: T392 Reading-Writing Bridge: Spelling: Review: r-Controlled Vowels: T394 Language and Conventions: Practice Irregular Verbs: T395</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 5: T396–T403 Writing Workshop: Select a Genre: T396 Purpose: T397 Audience: T397 Genre of Choice: T397 Reading-Writing Bridge: Spelling: Spell Words with Final Stable Syllables: T398 Language and Conventions: Irregular Verbs: T399</p>	<p>OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
Week 4	
<p>Lesson 1: T404–T407 Writing Workshop: Mentor Stack: Use Irregular Verbs, Independent Writing, & Share Back: T404-T405 Reading-Writing Bridge: Spelling: Spell V/CV, VC/V Words: T406-T406 Language and Conventions: Irregular Verbs: T407-T407</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Lesson 2: T408–T411 Writing Workshop: Mentor Stack: Edit for Punctuation, Independent Writing, & Share Back: T408-T409 Revising & Editing Compound Sentences: T408-T408 Reading-Writing Bridge: Spelling: Teach Spell V/CV and VC/V Words: T410-T410 Language and Conventions: Progressive Verb Tenses: T411-T411</p>	<p>OH.ELA-Literacy.L.4.1.b Form and use the progressive (e.g., I was walking I am walking I will be walking) verb tenses. OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Lesson 3: T412–T415 Writing Workshop: Mentor Stack: Edit for Prepositional Phrases, Independent Writing, & Share Back: T412-T413 Reading-Writing Bridge: Spelling: Spell V/CV and VC/V Words: T414 Language and Conventions: Teach Progressive Verb Tenses: T415</p>	<p>OH.ELA-Literacy.L.4.1.e Form and use prepositional phrases. OH.ELA-Literacy.L.4.1.b Form and use the progressive (e.g., I was walking I am walking I will be walking) verb tenses.</p>

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<p>Lesson 4: T416–T419 Writing Workshop: Edit for Coordinating Conjunctions, Independent Writing, & Share Back: T416-T417 Reading-Writing Bridge: Spelling: Review: Final Stable Syllables: T418 Language and Conventions: Practice Progressive Verb Tenses: T419</p>	<p>OH.ELA-Literacy.L.4.1.b Form and use the progressive (e.g., I was walking I am walking I will be walking) verb tenses.</p>
<p>Lesson 5: T420–T427 Writing Workshop: Use Pronouns: T420 Writing Club: T421 What’s Happening This Week?: T421 What Are We Sharing?: T421 How Do We Get Started?: T421 Reading-Writing Bridge: Spelling: Spell V/CV, VC/V Words: T422 Language and Conventions: Progressive Verb Tenses: T423</p>	<p>OH.ELA-Literacy.L.4.1.b Form and use the progressive (e.g., I was walking I am walking I will be walking) verb tenses.</p>
Week 5	
<p>Lesson 1: T428–T431 Writing Workshop: Mentor Stack: Rearrange and Combine Ideas, Independent Writing, & Share Back: T428-T429 Reading-Writing Bridge: Spelling: Spell Words with Silent Letters: T430 Language and Conventions: Progressive Verb Tenses: T431</p>	<p>OH.ELA-Literacy.L.4.1.b Form and use the progressive (e.g., I was walking I am walking I will be walking) verb tenses. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Lesson 2: T432–T435 Writing Workshop: Edit for Capitalization, Independent Writing, & Share Back: T432-T433 Publishing Capitalization: T432 Reading-Writing Bridge: Spelling: Teach Spell Word with Silent Letters: T434 Language and Conventions: Auxiliary Verbs: T435</p>	<p>OH.ELA-Literacy.L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. OH.ELA-Literacy.L.4.2.a Use correct capitalization.</p>

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<p>Lesson 3: T436–T439 Writing Workshop: Mentor Stack: Publish and Celebrate, Independent Writing, & Share Back: T436-T437 Reading-Writing Bridge: Spelling: Spell Word with Silent Letters: T438 Language and Conventions: Teach Auxiliary Verbs: T439</p>	<p>OH.ELA-Literacy.L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>Lesson 4: T440–T443 Writing Workshop: Prepare for Assessment, Independent Writing, & Share Back: T440-T441 Reading-Writing Bridge: Spelling: Review: Syllable Patterns V/CV and VC/V: T442 Language and Conventions: Practice Auxiliary Verbs: T443</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>
<p>Lesson 5: T444–T447 Writing Workshop: Assessment: T444 Writing Workshop: Writing Assessment and Rubric: T445 Writing Assessment: T445 4-Point Narrative Writing Rubric: T445 Reading-Writing Bridge: Spelling: spell Words with Silent Letters: T446 Language and Conventions: Auxiliary Verbs: T447</p>	<p>OH.ELA-Literacy.L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>

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Unit 3: Project-Based Inquiry: Week 6	
<p>Lesson 1: T452–T455 Compare Across Texts: Diversity: T452-T453 Compare Across Texts: T452 Turn, Talk, and Share: T452 Inquire/Introduce the Project: T454-T455 Collaborate: T454 Research Articles: T454 Use Academic Words: Collaborate: T455</p>	<p>OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.W.4.1.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.</p>
<p>Lesson 2: T456–T459 Explore and Plan: T456-T457 Argumentative Writing: T456 Critical Literacy: Claims and Evidence: Collaborate: T456 Collaborate: T456 Research Articles: T456 Conduct Research: T458-T459 Search Engines: T458 Collaborate: T458 Primary Sources: T458 Next Steps: T459</p>	<p>OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text. OH.ELA-Literacy.W.4.1.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. OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>Lesson 3: T460–T463 Collaborate and Discuss (Analyze Student Model): T460-T461 Analyze Student Model: T460 Collaborate: T460 Write for a Reader: T460 Customize It!: T460 Refine Research: T462-T463 Paraphrasing and Quoting: T462 Critical Literacy: Paraphrase and Quotation: T462 Collaborate: T462 Research Articles: T462 Next Steps: T463</p>	<p>OH.ELA-Literacy.L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. OH.ELA-Literacy.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.</p>

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<p>Lesson 4: T464–T467 Extend Research: T464-T465 Incorporate Media: T464 Collaborate: T464 Customize It!: T464 Collaborate and Discuss (Revise and Edit & Peer Review): T466-T467 Revise and Edit: T466 Peer Review: T466 Collaborate: T466 Next Steps: T467</p>	<p>OH.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. OH.ELA-Literacy.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.</p>
<p>Lesson 5: T468–T469 Celebrate and Reflect: T468-T469 Celebrate!: T468 Collaborate: T468 Reflect: T468 Reflect on the Unit: T469</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.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.</p>

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Unit 4: Impacts	
Unit 4 Week 1: Selection: from Can You Guess My Name?, T14–T77	
<p>Lesson 1: T18–T31 Reading Workshop: Interact with Sources: Explore Media: T18-T19 Quick Write: T18 Listening Comprehension (Read Aloud): Traditional Literature: T20-T21 Think Aloud: Analyze Traditional Literature: T20-T21 Fluency: T20 Genre Spread: Traditional Literature: T22-T23 Reading-Writing Bridge: Academic Vocabulary: Related Words: T24-T25 Word Study: Teach Greek and Latin Prefixes: T26-T27</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>OH.ELA-Literacy.L.4.4.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 key words and phrases.</p> <p>OH.ELA-Literacy.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).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 2: T32–T55 Reading Workshop: Introduce the Text: T32-T33 Preview Vocabulary: T32-T33 Read: T32 Selection: Can You Guess My Name?: T34-T49 First Read: Generate Questions: T34 Cross-Curricular Perspectives: Social Studies: T34 First Read: Notice: T35 Analyze Characters: T35 Read Like a Writer: Author's Craft: T35 First Read: Notice: T36 Analyze Characters: T36 First Read: Connect: T37 Analyze Characters: T37 Word Study: Greek and Latin Prefixes: T37 First Read: Respond: T38 Synthesize Information About Characters: T38 Read Like a Writer: Author's Craft: T38 First Read: Generate Questions: T39 First Read: Generate Questions: T40 First Read: Connect: T41 Analyze Characters: T41 Cross-Curricular Perspectives: Social Studies: T41 First Read: Notice: T42 Analyze Characters: T42 Read Like a Writer: Author's Craft: T42 First Read: Connect: T43 Synthesize Information About Characters: T43 First Read: Generate Questions: T44 Read Like a Writer: Author's Craft: T44 First Read: Notice: T45 Analyze Characters: T45 Cross-Curricular Perspectives: Social Studies: T45 First Read: Connect: T46 Synthesize Information About Characters: T46 Word Study: Greek and Latin Prefixes: T46 First Read: Connect: T47 Analyze Characters: T47 Academic Vocabulary: Related Words: T47 First Read: Respond: T48 Synthesize Information About Characters: T48 Read Like a Writer: Author's Craft: T48 First Read: Generate Questions: T49 Respond and Analyze: My View: T50-T51 Reading-Writing Bridge: Word Study: Apply Greek and Latin Prefixes: T52</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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). OH.ELA-Literacy.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). OH.ELA-Literacy.RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 3: T56–T63 Reading Workshop: Close Read Comp Skill: Analyze Characters: T56-T57 Reading-Writing Bridge: Read Like a Writer: Analyze Voice: T58-T59 Word Study: More Practice Greek and Latin Prefixes: T60-T61</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text. OH.ELA-Literacy.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). OH.ELA-Literacy.RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 4: T66–T71 Reading Workshop: Close Read Comp Strategy: Synthesize Information About Characters: T64-T65 Reading-Writing Bridge: Write for a Reader: Use Voice: T66-T67 Word Study: Review: Silent Letters: T68-T69</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.</p>

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<p>Lesson 5: T72–T81 Reading Workshop: Reflect and Share: Talk About It: T72-T73 Reading-Writing Bridge: Word Study: Assess Understanding: Greek and Latin Prefixes: T74-T75</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.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.</p>
<p>Unit 4 Week 2: Selection: Thunder Rose, T78–T139</p>	
<p>Lesson 1: T82–T95 Reading Workshop: Interact with Sources: Explore the Poem: T82-T83 Listening Comprehension (Read Aloud): T84-T85 Listening Comprehension: Tall Tales: T84-T85 Fluency: T84 Think Aloud: Analyze Realistic Fiction: T84 Analyze Tall Tales: T85 Genre Spread: Tall Tales: T86-T87 Reading-Writing Bridge: Academic Vocabulary: Synonyms and Antonyms: T88-T89 Word Study: Teach Suffixes -able, -ible: T90-T91</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>OH.ELA-Literacy.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).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 2: T96–T117 Reading Workshop: Introduce the Text: T96-T97 Preview Vocabulary: T96-T97 Read: T96 Selection: Thunder Rose: T98-T111 First Read: Notice: T98 Make Connections: T98 Cross-Curricular Perspectives: Social Studies: T98 First Read: Connect: T99 Infer Theme: T99 Academic Vocabulary: Synonyms: T99 First Read: Notice: T100 Vocabulary in Context: T100 Read Like a Writer: Author's Craft: T100 First Read: Generate Questions: T101 Infer Theme: T101 Cross-Curricular Perspectives: Social Studies: T101 First Read: Notice: T102 Make Connections: T102 Suffixes: T102 First Read: Connect: T103 Read Like a Writer: Author's Craft: T103 First Read: Generate Questions: T104 Make Connections: T104 Cross-Curricular Perspectives: Social Studies: T104 First Read: Respond: T105 Infer Theme: T105 Read Like a Writer: Author's Craft: T105 First Read: Respond: T106 Vocabulary in Context: T106 First Read: Connect: T107 Infer Theme: T107 Academic Vocabulary: Synonyms: T107 First Read: Connect: T108 Make Connections: T108 Cross-Curricular Perspectives: Social Studies: T108 First Read: Connect: T109 infer Theme: T109 Read Like a Writer: Author's Craft: T109 First Read: Notice: T110 Infer Theme: T110 Read Like a Writer: Author's Craft: T110 First Read: Respond: T111 Academic Vocabulary: Synonyms: T111 Respond and Analyze: My View: T112-T113</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text. OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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.</p>

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<p>(Continued) Reading-Writing Bridge: Word Study: Apply Suffixes -able, -ible: T114-T115</p>	<p>(Continued) OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 3: T118–T125 Reading Workshop: Close Read Comp Skill: Infer Theme: T118-T119 Reading-Writing Bridge: Read Like a Writer: Analyze Exaggeration: T120-T121 Word Study: More Practice Suffixes -able, -ible: T122-T123</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text. OH.ELA-Literacy.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.</p>
<p>Lesson 4: T126–T133 Reading Workshop: Close Read Comp Strategy: Make Connections: T126-T127 Reading-Writing Bridge: Write for a Reader: Use Exaggeration: T128-T129 Word Study: Review: Greek and Latin Prefixes: T130-T131</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>

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<p>Lesson 5: T134–T143 Reading Workshop: Reflect and Share: Write to Sources: T134-T135 Reading-Writing Bridge: Word Study: Assess Understanding: Suffixes - able, -ible: T136-T137</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.)</p> <p>OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>OH.ELA-Literacy.W.4.9.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].”).</p>

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Unit 4 Week 3: Selection: “La Culebra (The Snake)”, T140–T201	
<p>Lesson 1: T146–T157 Reading Workshop: Interact with Sources: Explore the Fairy Tale: T144-T145 Act It Out: T144 Listening Comprehension (Read Aloud): Drama: T146-T147 Think Aloud: Analyze Drama: T146-T147 Fluency: T146 Genre Spread: Drama: T148-T149 Reading-Writing Bridge: Academic Vocabulary: Context Clues: T150-T151 Word Study: Teach Syllable Pattern VV: T152-T153</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 2: T158–T179 Reading Workshop: Introduce the Text: T158-T159 Preview Vocabulary: T158-T159 Read: T158 Selection: La Culebra: T160-T173 First Read: Notice: T160 Explain Elements of a Drama: T160 Cross-Curricular Perspectives: Social Studies: T160 First Read: Generate Questions: T161 Explain Elements of a Drama: T161 Read Like a Writer: Author's Craft: T161 First Read: Respond: T162</p>	<p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.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).</p>

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<p>(Continued)</p> <p>Explain Elements of a Drama: T162 First Read: Respond: T163 Explain Elements of a Drama: T163 Read Like a Writer: Author's Craft: T163 First Read: Generate Questions: T164 Explain Elements of a Drama: T164 Read Like a Writer: Author's Craft: T164 First Read: Connect: T165 Vocabulary in Context: T165 Cross-Curricular Perspectives: Social Studies: T165 First Read: Notice: T166 First Read: Respond: T167 Summarize Literary Text: T167 Read Like a Writer: Author's Craft: T167 First Read: Generate Questions: T168 Explain Elements of a Drama: T168 Academic Vocabulary: Context Clues: T168 First Read: Generate Questions: T169 Read Like a Writer: Author's Craft: T169 First Read: Connect: T170 Summarize Literary Text: T170 First Read: Respond: T171 Summarize Literary Text: T171 Read Like a Writer: Author's Craft: T171 First Read: Notice: T172 Summarize Literary Text: T172 Read Like a Writer: Author's Craft: T172 First Read: Notice: T173 Word Study: Syllable Pattern Vv: T173 Respond and Analyze: My View: T174 My View: T174 Reading-Writing Bridge: Word Study: Apply Syllable Pattern VV: T176- T177</p>	<p>(Continued)</p> <p>OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text. OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text. OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 3: T180–T187 Reading Workshop: Close Read Comp Skill: Explain Elements of a Drama: T180-T181 Reading-Writing Bridge: Read Like a Writer: Analyze Author’s Craft: T182-T183 Word Study: More Practice Syllable Pattern VV: T184-T185</p>	<p>OH.ELA-Literacy.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.</p>
<p>Lesson 4: T188–T195 Reading Workshop: Close Read Comp Strategy: Summarize Literary Text: T188-T189 Reading-Writing Bridge: Write for a Reader: Develop Message: T190-T191 Word Study: Review: Suffixes -able, -ible: T192-T193</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 5: T196–T205 Reading Workshop: Reflect and Share: Write to Sources: T196-T197 Reading-Writing Bridge: Word Study: Assess Understanding: Syllable Pattern VV: T198-T199</p>	<p>OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details.</p>

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Unit 4 Week 4: Selection: The Secret of the Winter Count, T202–T267	
<p>Lesson 1: T206–T219 Reading Workshop: Interact with Sources: Explore the Primary Source T206-T207 Quick Write: T206 Listening Comprehension (Read Aloud): Historical Fiction: T208-T209 Think Aloud: Analyze Genre: T208-T209 Fluency: T208 Genre Spread: Historical Fiction: T210-T211 Reading-Writing Bridge: Academic Vocabulary: Figurative Language: T212-T213 Word Study: Teach Prefixes im–, in–, ir–: T214-T215</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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. OH.ELA-Literacy.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). OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 2: T220–T245 Reading Workshop: Introduce the Text: T220-T221 Preview Vocabulary: T220-T221 Read: T220 Selection: Secret of the Winter Count: T222-T239 First Read: Notice: T222 Make Connections: T222 Cross-Curricular Perspectives: Social Studies: T222 First Read: Generate Questions: T223 Vocabulary in Context: T223 First Read: Respond: T224 Make Connections: T224 Cross-Curricular Perspectives: Social Studies: T224 First Read: Generate Questions: T225 Infer Theme: T225 Read Like a Writer: Author's Craft: T225 First Read: Generate Questions: T226 Infer Theme: T226 First Read: Connect: T227 Make Connections: T227 Read Like a Writer: Author's Craft: T227 First Read: Generate Questions: T228 Infer Theme: T228 Read Like a Writer: Author's Craft: T228 First Read: Respond: T229 Cross-Curricular Perspectives: Social Studies: T229 First Read: Respond: T230 Vocabulary in Context: T230 Read Like a Writer: Author's Craft: T230 First Read: Respond: T231 Make Connections: T231 Cross-Curricular Perspectives: Social Studies: T231 First Read: Generate Questions: T232 Infer Theme: T232 First Read: Respond: T233 First Read: Generate Questions: T234 Vocabulary in Context: T234 Academic Vocabulary: Figurative Language: T234 First Read: Respond: T235 Infer Theme: T235 Read Like a Writer: Author's Craft: T235 First Read: Respond: T236 Infer Theme: T236</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text. OH.ELA-Literacy.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). OH.ELA-Literacy.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.</p>

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<p>(Continued)</p> <p>Cross-Curricular Perspectives: Social Studies: T236</p> <p>First Read: Generate Questions: T237</p> <p>Make Connections: T237</p> <p>Academic Vocabulary: Figurative Language: T237</p> <p>First Read: Notice: T238</p> <p>Infer Theme: T238</p> <p>Word Study: Prefixes Im-, In-, Ir-: T238</p> <p>First Read: Respond: T239</p> <p>Infer Theme: T239</p> <p>Read Like a Writer: Context Clues: T239</p> <p>Respond and Analyze: My View: T240-T241</p> <p>Reading-Writing Bridge:</p> <p>Word Study: Apply Prefixes im-, in-, ir-: T242-T243</p>	<p>(Continued)</p> <p>OH.ELA-Literacy.SL.4.1.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.</p> <p>OH.ELA-Literacy.SL.4.1.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.</p> <p>OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 3: T246–T253</p> <p>Reading Workshop:</p> <p>Close Read Comp Skill: Infer Theme: T246-T247</p> <p>Reading-Writing Bridge:</p> <p>Read Like a Writer: Analyze Figurative Language and Mood: T248-T249</p> <p>Word Study: More Practice Prefixes im-, in-, ir-: T250-T251</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text.</p> <p>OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 4: T254–T261 Reading Workshop: Close Read Comp Strategy: Make Connections: T254-T255 Reading-Writing Bridge: Write for a Reader: Figurative Language and Mood: T256-T257 Word Study: Review: Syllable Pattern VV: T258-T259</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.RL.4.2.b Summarize the text, incorporating a theme determined from details in the text.</p>
<p>Lesson 5: T262–T271 Reading Workshop: Reflect and Share: Write to Sources: T262-T263 Reading-Writing Bridge: Word Study: Assess Understanding: Prefixes im-, in-, it: T264-T265</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p align="center">Unit 4 Week 5: Selection: “Pandora” and “Race to the Top”, T268–T333</p>	
<p>Lesson 1: T272–T285 Reading Workshop: Interact with Sources: Explore the Infographic: T272-T273 Listening Comprehension (Read Aloud): Myths: T274-T275 Think Aloud: Analyze Myths: T274-T275 Fluency: T274 Genre Spread: Myths: T276-T277 Reading-Writing Bridge: Academic Vocabulary: Parts of Speech: T278-T279 Word Study: Teach Homophones: T280-T281</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their). OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 2: T286–T311 Reading Workshop: Introduce the Text: Paired Text 1: T286-T287 Preview Vocabulary: T286-T287 Read: T286 Selection: Paired Text 1 Pandora: T288-T295 First Read: Notice: T288 Analyze Myths: T288 Cross-Curricular Perspectives: Social Studies: T288 First Read: Generate Questions: T289 Evaluate Details: T289 Academic Vocabulary: Parts of Speech/Multiple-Meaning Words: T289 First Read: Connect: T290 Evaluate Details: T290 Cross-Curricular Perspectives: Social Studies: T290 First Read: Notice: T291 Evaluate Details: T291 Read Like a Writer: Author's Craft: T291 First Read: Generate Questions: T292 Evaluate Details: T292 First Read: Respond: T293 Analyze Myths: T293 Read Like a Writer: Author's Craft: T293 First Read: Notice: T294 Evaluate Details/ Vocabulary in Context: T294 Cross-Curricular Perspectives: Social Studies: T294 First Read: Respond: T295 Analyze Myths: T295 Read Like a Writer: Author's Craft: T295 Reading Workshop: Introduce the Text: Paired Text 2: T296-T297 Preview Vocabulary: T296-T297 Read and Compare: T296 Selection: Paired Text 2 Race to the Top: T298-T305 First Read: Respond: T298 Evaluate Details: T298 Cross-Curricular Perspectives: Social Studies: T298 First Read: Generate Questions: T299 Analyze Myths: T299 Read Like a Writer: Author's Craft: T299 First Read: Respond: T300 Analyze Myths: T300 Cross-Curricular Perspectives: Social Studies: T300</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their). OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.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). OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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].”).</p>

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<p>(Continued) First Read: Generate Questions: T301 Evaluate Details: T301 Read Like a Writer: Author's Craft: T301 First Read: Generate Questions: T302 Vocabulary in Context: T302 Cross-Curricular Perspectives: Social Studies: T302 First Read: Connect: T303 Analyze Myths: T303 Read Like a Writer: Author's Craft: T303 First Read: Notice: T304 Analyze Myths: T304 Cross-Curricular Perspectives: Social Studies: T304 First Read: Respond: T305 Analyze Myths: T305 Word Study: Homophones: T305 Respond and Analyze: My View: T306-T307</p>	<p>(Continued)</p>
<p>Lesson 3: T312–T319 Reading Workshop: Close Read Comp Skill: Analyze Myths: T312- T313 Reading-Writing Bridge: Read Like a Writer: Analyze Allusions: T314-T315 Word Study: More Practice Homophones: T316- T317</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their). OH.ELA-Literacy.RL.4.2.a Determine a theme of a story, drama, or poem from details in the text. OH.ELA-Literacy.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). OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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.</p>

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<p>Lesson 4: T320–T327 Reading Workshop: Close Read Comp Strategy: Evaluate Details: T320-T321 Reading-Writing Bridge: Write for a Reader: Use Allusions: T322-T323 Word Study: Review: Prefixes im-, in-, ir-: T324-T325</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p>Lesson 5: T328–T335 Reading Workshop: Reflect and Share: Talk About It: T328-T329 Reading-Writing Bridge: Word Study: Assess Understanding: Homophones: T330-T331</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their). OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.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.</p>

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Writing Workshop	
Week 1	
<p>Lesson 1: T344–T347 Writing Workshop: Genre Immersion Lesson: Analyze an Opinion Essay, Independent Writing, & Share Back: T344-T345 Reading-Writing Bridge: Spelling: Spell Greek and Latin Word Parts: T346 Language and Conventions: Auxiliary Verbs: T347</p>	<p>OH.ELA-Literacy.L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text. OH.ELA-Literacy.W.4.1.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T348–T351 Writing Workshop: Genre Immersion Lesson: Understand Point of View, Independent Writing, & Share Back: T348-T349 Prewriting Diagramming Points of View: T348 Reading-Writing Bridge: Spelling: Teach Spell Greek and Latin Word Parts: T350 Language and Conventions: Pronouns: T351</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 3: T352–T355 Writing Workshop: Understand Reasons and Information, Independent Writing, & Share Back: T352-T353 Reading-Writing Bridge: Spelling: Spell Greek and Latin Word Parts: T354 Language and Conventions: Teach Pronouns: T355</p>	<p>OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 4: T356–T359 Writing Workshop: Brainstorm a Topic and Opinion, Independent Writing, & Share Back: T356-T3567 Reading-Writing Bridge: Spelling: Review: Silent Letters: T358 Language and Conventions: Practice Pronouns: T359</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 5: T360–T367 Writing Workshop: Plan Your Opinion Essay: T360 Writing Club: T361 What’s Happening This Week?: T361 What Are We Sharing?: T361 How Do We Get Started?: T361 Reading-Writing Bridge: Spelling: Spell Greek and Latin Word Parts: T362 Language and Conventions: Pronouns: T363</p>	<p>OH.ELA-Literacy.W.4.1.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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Week 2	
<p>Lesson 1: T368–T371 Writing Workshop: Develop a Topic and Opinion, Independent Writing, & Share Back: T368-T369 Reading-Writing Bridge: Spelling: Suffixes -able, -ible: T370 Language and Conventions: Pronouns: T371</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T372–T374 Writing Workshop: Develop Reasons, Independent Writing, & Share Back: T372-T373 Reading-Writing Bridge: Spelling: Teach Spell Suffixes -able, -ible: T374 Language and Conventions: Adjectives: T375</p>	<p>OH.ELA-Literacy.L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.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.)</p>

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(Continued)	(Continued) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<p>Lesson 3: T376–T379 Writing Workshop: Develop Supporting Details and Facts, Independent Writing, & Share Back: T376-T377 Reading-Writing Bridge: Spelling: Spell Suffixes -able, -ible: T378 Language and Conventions: Teach Adjectives: T379</p>	<p>OH.ELA-Literacy.L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 4: T380–T383 Writing Workshop: Develop a Concluding Statement, Independent Writing, & Share Back: T380-T381 Drafting Asking Questions: T380 Reading-Writing Bridge: Spelling: Review: Greek and Latin Word Parts: T382 Language and Conventions: Practice Adjectives: T383</p>	<p>OH.ELA-Literacy.L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 5: T384–T391 Writing Workshop: Compose Using Technology: T384 Writing Club: T385 What’s Happening This Week?: T385 What Are We Sharing?: T385 How Do We Get Started?: T385 Reading-Writing Bridge: Spelling: Suffixes -able, -ible: T386 Language and Conventions: Adjectives: T387</p>	<p>OH.ELA-Literacy.L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.W.4.1.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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Week 3	
<p>Lesson 1: T392–T395 Writing Workshop: Compose the Introduction and Conclusion, Independent Writing, & Share Back: T392-T393 Reading-Writing Bridge: Spelling: Spell Syllable Pattern VV: T394 Language and Conventions: Adjectives: T395</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.W.4.1.d Provide a concluding statement or section related to the opinion presented. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T396–T399 Writing Workshop: Organize Reasons, Independent Writing, & Share Back: T396-T397 Drafting Using Reasons and Evidence: T396 Reading-Writing Bridge: Spelling: Teach Spell Syllable Pattern VV: T398 Language and Conventions: Adverbs: T399</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 3: T400–T403 Writing Workshop: Organize Supporting Details, Independent Writing, & Share Back: T400-T401 Reading-Writing Bridge: Spelling: Spell Syllable Pattern VV: T402 Language and Conventions: Teach Adverbs: T403</p>	<p>OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 4: T404–T407 Writing Workshop: Use Transition Words and Phrases, Independent Writing, & Share Back: T404-T405 Reading-Writing Bridge: Spelling: Review: Suffixes -able, -ible: T406 Language and Conventions: Practice Adverbs: T407</p>	<p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 5: T408–T415 Writing Workshop: Use Technology to Collaborate: T408-T409 Select a Genre: T409 Topic: T409 Purpose: T409 Audience: T409 Genre of Choice: T409 Reading-Writing Bridge: Spelling: Spell Syllable Pattern VV: T410 Language and Conventions: Adverbs: T411</p>	<p>OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.W.4.10 Write routinely over extended time frames 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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. OH.ELA-Literacy.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.</p>
Week 4	
<p>Lesson 1: T416–T419 Writing Workshop: Rearrange Ideas for Coherence and Clarity, Independent Writing, & Share Back: T416-T417 Reading-Writing Bridge: Spelling: Spell Prefixes im-, in-, ir-: T418 Language and Conventions: Adverbs: T419</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Lesson 2: T420–T423 Writing Workshop: Combine Ideas for Coherence and Clarity, Independent Writing, & Share Back: T420-T420 Editing How to Combine Ideas: T420 Reading-Writing Bridge: Spelling: Teach Spell Prefixes im-, in-, ir-: T422 Language and Conventions: Comparative Adjectives: T423</p>	<p>OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 3: T424–T427 Writing Workshop: Peer Edit, Independent Writing, & Share Back: T424-T425 Reading-Writing Bridge: Spelling: Spell Prefixes im-, in-, ir-: T426 Language and Conventions: Teach Comparative Adjectives: T427</p>	<p>OH.ELA-Literacy.W.4.1.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.</p>

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<p>Lesson 4: T428–T431 Writing Workshop: Edit for Complete Sentences, Independent Writing, & Share Back: T428-T429 Reading-Writing Bridge: Spelling: Review: Syllable Pattern VV: T430 Language and Conventions: Practice Comparative Adjectives: T431</p>	<p>OH.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
<p>Lesson 5: T432–T439 Writing Workshop: Edit Nouns: T432 Writing Club: T433 What’s Happening This Week?: T433 What Are We Sharing?: T433 How Do We Get Started?: T433 Reading-Writing Bridge: Spelling: Spell Prefixes im-, in-, Ir-: T434 Language and Conventions: Comparative Adjectives: T435</p>	<p>OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
Week 5	
<p>Lesson 1: T440–T443 Writing Workshop: Incorporate Peer and Teacher Suggestions, Independent Writing, & Share Back: T440-T441 Reading-Writing Bridge: Spelling: Homophones: T442 Language and Conventions: Comparative Adjectives: T443</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their).</p>
<p>Lesson 2: T444–T447 Writing Workshop: Publish a Final Draft, Independent Writing, & Share Back: T444-T445 Publishing Audience Reaction: T444 Reading-Writing Bridge: Spelling: Teach Homophones: T446 Language and Conventions: Superlative Adjectives: T447</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their). OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Lesson 3: T448–T451 Writing Workshop: Publish and Celebrate, Independent Writing, & Share Back: T448-T449 Reading-Writing Bridge: Spelling: Homophones: T450 Language and Conventions: Teach Superlative Adjectives: T451</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their). OH.ELA-Literacy.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.</p>

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<p>Lesson 4: T452–T455 Writing Workshop: Prepare for Assessment, Independent Writing, & Share Back: T452-T453 Reading-Writing Bridge: Spelling: Review: Prefixes im–, in–, ir–: T454 Language and Conventions: Practice Superlative Adjectives: T455</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their). OH.ELA-Literacy.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.</p>
<p>Lesson 5: T456–T459 Writing Workshop: Assessment: T456 Writing Assessment and Rubric: T457 4-Point Argumentative Writing Rubric: T457 Reading-Writing Bridge: Spelling: Homophones: T458 Language and Conventions: Superlative Adjectives: T459</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their).</p>
<p>Unit 4: Project-Based Inquiry: Week 6</p>	
<p>Lesson 1: T464–T467 Project-Based Inquiry: Compare Across Texts: Impacts: T464-T465 Compare Across Texts: T464 Primary Sources: T464 Inquire/Introduce the Project: T466-T467 Inquire: T466 Introduce the Project: T466 Collaborate: T466 Research Articles: T466 Use Academic Words: Collaborate: T467</p>	<p>OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>Lesson 2: T468–T471 Explore and Plan: T468-T469 Informative Writing: T468 Collaborate: T468 Research Articles: T468 Conduct Research: T470-T471 Conduct Research: T470 Request Information: T470 Collaborate: T470 Primary and Secondary Sources: T470 Next Steps: T471</p>	<p>OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. OH.ELA-Literacy.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.</p>

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<p>Lesson 3: T472–T475 Collaborate and Discuss (Analyze Student Model): T472-T473 Collaborate and Discuss: T472 Analyze Student Model: T472 Collaborate: T472 Write for a Reader: T472 Refine Research: T474-T475 Refine Research: T474 Creating a Bibliography: T474 Collaborate: T474 Research Articles: T474 Next Steps: T475</p>	<p>OH.ELA-Literacy.L.4.3.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). OH.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. OH.ELA-Literacy.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. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. OH.ELA-Literacy.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.</p>
<p>Lesson 4: T476–T479 Extend Research: T476-T477 Create a Strong Media Message: T476-T477 Extend Research: T476 Collaborate: T476 Primary Source: Social Studies: T476 Customize It!: T476 Collaborate and Discuss (Revise and Edit & Peer Review): T478-T479 Revise and Edit: T478-T479 Collaborate and Discuss: T478 Peer Review: T478 Customize It!: T478 Next Steps: T479</p>	<p>OH.ELA-Literacy.L.4.3.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). OH.ELA-Literacy.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.</p>

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<p>Lesson 5: T480–T481 Celebrate and Reflect: T480-T481 Celebrate!: T480-T481 Collaborate: T480 Reflect: T480 Reflect on the Unit: T481</p>	<p>OH.ELA-Literacy.L.4.3.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).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p>

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Unit 5: Features	
Unit 5 Week 1: Selection: from Planet Earth, T14–T73	
<p>Lesson 1: T18–T31 Reading Workshop: Interact with Sources: Explore the Infographic: T18-T19 Quick Write: T18 Listening Comprehension (Read Aloud): Informational Text: T20-T21 Think Aloud: Analyze Informational Text: T20-T21 Fluency: T20 Genre Spread: Informational Text: T22-T23 Reading-Writing Bridge: Academic Vocabulary: Related Words: T24-T25 Word Study: Teach Latin Roots gener, port, dur, ject: T26-T27</p>	<p>OH.ELA-Literacy.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).</p> <p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>OH.ELA-Literacy.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.</p>

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<p>Lesson 2: T32–T51 Reading Workshop: Introduce the Text: T32-T33 Preview Vocabulary: T32-T33 Read: T32 Selection: Planet Earth: T34-T45 First Read: Notice: T34 Analyze Text Features: T34 Read Like a Writer: Author's Craft: T34 First Read: Connect: T35 Make Inferences: T35 Cross-Curricular Perspectives: Science: T35 First Read: Notice: T36 Analyze Text Structure: T36 Cross-Curricular Perspectives: Science: T36 First Read: Notice: T37 Make Inferences: T37 Academic Vocabulary: Related Words: T37 First Read: Respond: T38 Analyze Text Features: T38 Read Like a Writer: Author's Craft: T38 First Read: Notice: T39 First Read: Respond: T40 Make Inferences: T40 First Read: Notice: T41 First Read: Connect: T42 Analyze Vocabulary in Context: T42 First Read: Generate Questions: T43 Analyze Text Features: T43 Read Like a Writer: Author's Craft: T43 First Read: Notice: T44 Analyze Text Features: T44 Cross-Curricular Perspectives: Science: T44 First Read: Connect: T45 Make Inferences: T45 Word Study: Latin Roots: T45 Respond and Analyze: My View: T46-T47 Reading-Writing Bridge: Word Study: Apply Latin Roots gener, port, dur, ject: T48-T49</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 3: T52–T59 Reading Workshop: Close Read Comp Skill: Analyze Text Features: T52-T53 Reading-Writing Bridge: Read Like a Writer: Text Structure: T54-T55 Word Study: More Practice Latin Roots gener, port, dur, ject: T56-T57</p>	<p>OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.RI.4.2.b Provide a summary of the text that includes the main Idea and Key details, as well as other important information. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 4: T60–T67 Reading-Writing Bridge: Write for a Reader: Text Structure: T62-T63 Word Study: Review: Homophones: T64-T65</p>	<p>OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their). OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.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.</p>
<p>Lesson 5: T68–T77 Reading Workshop: Reflect and Share: Talk About It: T68-T69 Reading-Writing Bridge: Word Study: Latin Roots gener, port, dur, ject: T70-T71</p>	<p>OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. OH.ELA-Literacy.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.</p>

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Unit 5 Week 2: Selection: Volcanoes, T74–T133	
<p>Lesson 1: T78–T91 Reading Workshop: Interact with Sources: Explore the Media: T78-T79 Quick Write: T78 Listening Comprehension (Read Aloud): Informational Text: T80-T81 Think Aloud: Analyze Informational Text: T80-T81 Fluency: T80 Genre Spread: Informational Text: T82-T83 Reading-Writing Bridge: Academic Vocabulary: Synonyms and Antonyms: T84-T85 Word Study: Teach Suffixes –en, –ent, –ence: T86-T87</p>	<p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 2: T92–T111 Reading Workshop: Introduce the Text: T92-T93 Preview Vocabulary: T92-T93 Read: T92 Selection: Volcanoes: T94-T105 First Read: Generate Questions: T94 Analyze Main Idea and Details: T94 Read Like a Writer: Author's Craft: T94 First Read: Notice: T95 Analyze Main Idea and Details: T95 Cross-Curricular Perspectives: Science: T95 First Read: Respond: T96 Monitor Comprehension: T96 First Read: Connect: T97 Monitor Comprehension: T97 Academic Vocabulary: Synonyms and Antonyms: T97 First Read: Notice: T98 Analyze Main Idea and Details: T98 Read Like a Writer: Author's Craft: T98 First Read: Generate Questions: T99 Analyze Main Idea and Details: T99 Cross-Curricular Perspectives: Science: T99 First Read: Respond: T100 Monitor Comprehension: T100 Academic Vocabulary: Synonyms and Antonyms: T100 First Read: Generate Questions: T101 Vocabulary in Context: T101 First Read: Notice: T102 Analyze Main Idea and Details: T102 Word Study: Suffixes –en, -ent, -ence: T102 First Read: Connect: T103 Analyze Main Idea and Details: T103 Read Like a Writer: Author's Craft: T103 First Read: Respond: T104 Monitor Comprehension: T104 Academic Vocabulary: Synonyms and Antonyms: T104 First Read: Generate Questions: T105 Read Like a Writer: Author's Craft: T105 Respond and Analyze: My View: T106-T107 Reading-Writing Bridge: Word Study: Apply Suffixes –en, –ent, –ence: T108-T109</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). OH.ELA-Literacy.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. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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<p>Lesson 3: T112–T119 Reading Workshop: Close Read Comp Skill: Analyze Main Idea and Details: T112-T113 Reading-Writing Bridge: Read Like a Writer: Understand Author's Message: T114-T115 Word Study: More Practice Suffixes –en, –ent, –ence: T116-T117</p>	<p>OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.</p>
<p>Lesson 4: T120–T127 Reading Workshop: Close Read Comp Strategy: Monitor Comprehension: T120-T121 Reading-Writing Bridge: Write for a Reader: Develop Author's Message: T122-T123 Word Study: T124-T125 Word Study: Review: Latin Roots gener, port, dur, ject: T124-T125</p>	<p>OH.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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”).</p>
<p>Lesson 5: T128–T137 Reading Workshop: Reflect and Share: Write to Sources: T128-T129 Reading-Writing Bridge: Word Study: Assess Understanding: Suffixes -en, -ent, -ence: T130-T131</p>	<p>OH.ELA-Literacy.W.4.9.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”).</p>

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Unit 5 Week 3: Selection: from The Top 10 Ways You Can Reduce Waste, T134–T201	
<p>Lesson 1: T138–T151 Reading Workshop: Interact with Sources: T138-T139 Explore the Diagram: T138-T139 Turn, Talk, and Share: T138 Listening Comprehension (Read Aloud): T140-T141 Argumentative Text: T140-T141 Analyze Argumentative Text: T140-T141 Start-Up: Read-Aloud Routine: T140 Fluency: T140 Genre Spread: Argumentative Text: T142-T143 Reading-Writing Bridge: Academic Vocabulary: Context Clues: T144-T145 Word Study: Teach Syllable Pattern VCCCV: T146-T147</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Lesson 2: T152–T179 Reading Workshop: Introduce the Text: T152-T153 Preview Vocabulary: T152-T153 Read: T152 Selection: The Top Ten Ways You Can Reduce Waste: T154-T1173 First Read: Generate Questions: T154 Analyze Argument: T154 Cross-Curricular Perspectives: Science: T154 First Read: Connect: T155 Analyze Argument: T155 Word Study: Syllable Pattern VCccv: T155 First Read: Generate Questions: T156 Analyze Argument: T156 First Read: Respond: T157 Summarize Argumentative Text: T157 Academic Vocabulary: Context Clues: T157 First Read: Notice: T158 Analyze Argument: T158 Read Like a Writer: Author’s Craft: T158 First Read: Notice: T159</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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.</p>

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<p>(Continued)</p> <p>Analyze Argument: T159 Word Study: Syllable Pattern VCCCV: T159 First Read: Connect: T160 Academic Vocabulary: Context Clues: T160 First Read: Respond: T161 Analyze Argument: T161 Read Like a Writer: Author's Craft: T161 First Read: Generate Questions: T162 Summarize Argumentative Text: T162 First Read: Notice: T163 Vocabulary in Context: T163 Read Like a Writer: Author's Craft: T163 First Read: Connect: T164 Analyze Argument: T164 Cross-Curricular Perspectives: Science: T164 First Read: Generate Questions: T165 Analyze Argument: T165 Read Like a Writer: Author's Craft: T165 First Read: Notice: T166 Summarize Argumentative Text: T166 First Read: Respond: T167 Analyze Argument: T167 Word Study Syllable Pattern VCCCV: T167 First Read: Notice: T168 Analyze Argument: T168 First Read: Generate Questions: T169 Vocabulary in Context: T169 Academic Vocabulary Context Clues: T169 First Read: Notice: T170 First Read: Respond: T171 Summarize Argumentative Text: T171 First Read: Notice: T172 Analyze Argument: T172 Read Like a Writer: Author's Craft: T172 First Read: Generate Questions: T173 Analyze Argument/Fluency: T173 Read Like a Writer: Author's Craft: T173 Respond and Analyze: My View: T174-T175 Reading-Writing Bridge: Word Study: Apply Syllable Pattern VCCCV: T176-T177</p>	<p>(Continued)</p> <p>OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. OH.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>

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<p>Lesson 3: T180–T187 Reading Workshop: Close Read Comp Skill: Analyze Argument: T180-T181 Reading-Writing Bridge: Read Like a Writer: Understand Literary Devices: T182-T183 Word Study: More Practice Syllable Pattern VCCCV: T184-T185</p>	<p>OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text. OH.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.9.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].”).</p>
<p>Lesson 4: T188–T195 Reading Workshop: Close Read Comp Strategy: Summarize Argumentative Text: T188-T189 Reading-Writing Bridge: Write for a Reader: Use Literary Devices: T190-T191 Word Study: Review: Suffixes –en, –ent, –ence: T192-T193</p>	<p>OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.</p>
<p>Lesson 5: T196–T205 Reading Workshop: Reflect and Share: Write to Sources: T196-T197 Reading-Writing Bridge: Word Study: Assess Understanding: Syllable Pattern VCCCV: T198-T199</p>	<p>OH.ELA-Literacy.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.</p>

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Unit 5 Week 4: Selection: The Himalayas, T202–T261	
<p>Lesson 1: T206–T219 Reading Workshop: Interact with Sources: T206-T207 Explore the Primary Source: T206-T207 Turn Talk and Share: T206 Listening Comprehension (Read Aloud): Informational Text: T208-T209 Think Aloud: Analyze Informational Text: T208-T209 Fluency: T208 Genre Spread: Informational Text: T210-T211 Reading-Writing Bridge: cademic Vocabulary: Figurative Language: T212-T213 Word Study: Teach Prefixes dis-, over-, non-, under-: T214-T215</p>	<p>OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 2: T220–T239 Reading Workshop: Introduce the Text: T220-T221 Preview Vocabulary: T220-T221 Read: T220-T220 Selection: Himalayas: T222-T233 First Read: Notice: T222 Vocabulary in Context: T222 Academic Vocabulary: Figurative Language: T222 First Read: Notice: T223 Explain Ideas: T223 Cross-Curricular Perspectives: Science: T223 First Read: Generate Questions: T224 Academic Vocabulary: Figurative Language: T224 First Read: Connect: T225 Make Inferences: T225 Cross-Curricular Perspectives: Science: T225 First Read: Generate Questions: T226 Explain Ideas: T226 Cross-Curricular Perspectives: Science: T226 First Read: Connect: T227 Explain Ideas: T227 Cross-Curricular Perspectives: Science: T227 First Read: Connect: T228 Make Inferences: T228 Cross-Curricular Perspectives: Science: T228 First Read: Generate Questions: T229 Make Inferences: T229 First Read: Generate Questions: T230 Make Inferences: T230 Word Study: Prefix Dis-: T230 First Read: Generate Questions: T231 Cross-Curricular Perspectives: Science: T231 First Read: Respond: T232 Explain Ideas: T232 First Read: Connect: T233 Explain Ideas: T233 Read Like a Writer: Author's Craft: T233 Respond and Analyze: My View: T234-T235 Reading-Writing Bridge: Word Study: Apply Prefixes dis-, over-, non-, under-: T236-T237</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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.</p>

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<p>Lesson 3: T240–T247 Reading Workshop: Close Read Comp Skill: Explain Ideas: T240-T241 Reading-Writing Bridge: Read Like a Writer: Text Features: T242-T243 Word Study: More Practice Prefixes dis-, over-, non-, under-: T244-T245</p>	<p>OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p>Lesson 4: T248–T255 Reading Workshop: Close Read Comp Strategy: Make Inferences: T248-T249 Reading-Writing Bridge: Write for a Reader: Text Features: T250-T251 Word Study: Review: Syllable Pattern VCCCV: T252-T253</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.2.a Determine the main idea of a text and explain how it is supported by key details. OH.ELA-Literacy.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.</p>
<p>Lesson 5: T256–T265 Reading Workshop: Reflect and Share: Write to Sources: T256-T257 Reading-Writing Bridge: Word Study: Assess Understanding: Prefixes dis-, over-, non-, under-: T258-T259</p>	<p>OH.ELA-Literacy.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.</p>

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Unit 5 Week 5: Selection: Trashing Paradise and “Bye Bye Plastic Bags on Bali”, T262–T325	
<p>Lesson 1: T266–T279 Reading Workshop: Interact with Sources: Explore the Infographic: T266-T267 Illustrate: T266 Listening Comprehension (Read Aloud): Informational Text: T268-T269 Think Aloud: Analyze Informational Text: T268-T269 Fluency: T268-T268 Genre Spread: Informational Text and Video: T270-T271 Reading-Writing Bridge: Academic Vocabulary: Parts of Speech: T272-T273 Word Study: Word Parts sub-, inter-, fore-: T274-T275</p>	<p>OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding. OH.ELA-Literacy.RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Lesson 2: T280–T303 Reading Workshop: Introduce the Texts: Paired Text 1: T280-T281 Compare Texts: T280-T280 Read: T280 Preview Vocabulary: T280-T281 Selection: Paired Text 1 Trashing Paradise: T282-T295 First Read: Notice: T282 Compare and Contrast Accounts: T282 Cross-Curricular Perspectives: Science: T282 First Read: Generate Questions: T283 Vocabulary in Context: T283 Read Like a Writer: Author's Craft: T283 First Read: Generate Questions: T284 Compare and Contrast Accounts: T284 First Read: Respond: T285 Use Text Evidence to Explain Concepts: T285 Cross-Curricular Perspectives: Science: T285 First Read: Notice: T286 Use Text Evidence to Explain Concepts: T286 Cross-Curricular Perspectives: Science: T286 First Read: Notice: T287 Compare and Contrast Accounts: T287 Word Study: Multiple-Meaning Words: T287 First Read: Respond: T288 Vocabulary in Context: T288 Cross-Curricular Perspectives: Science: T288 First Read: Connect: T289 Compare and Contrast Accounts: T289 Read Like a Writer: Author's Craft: T289 First Read: Generate Questions: T290 Compare and Contrast Accounts: T290 Cross-Curricular Perspectives: Science: T290 First Read: Notice: T291 Use Text Evidence to Explain Concepts: T291 First Read: Generate Questions: T292 Compare and Contrast Accounts: T292 Cross-Curricular Perspectives: Science: T292 First Read: Respond: T293 Use Text Evidence to Explain Concepts: T293 Cross-Curricular Perspectives: Science: T293 First Read: Generate Questions: T294 Use Text Evidence to Explain Concepts: T294 Read Like a Writer: Concept: T294 First Read: Connect: T295 Compare and Contrast Accounts: T295 Read Like a Writer: Author's Craft: T295 Introduce the Text: Paired Text 2: T296 Compare Texts: T296</p>	<p>OH.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OH.ELA-Literacy.L.4.4.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 key words and phrases. OH.ELA-Literacy.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). OH.ELA-Literacy.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

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(Continued) View and Compare: T296 Respond and Analyze: My View: T298-T299 Reading-Writing Bridge: Word Study: Word Parts sub-, inter-, fore-: T300-T301	(Continued)
Lesson 3: T304–T311 Reading Workshop: Close Read Comp Skill: Compare and Contrast Accounts: T304-T305 Reading-Writing Bridge: Read Like a Writer: Analyze Author's Purpose: T306-T307 Word Study: Word Parts sub-, inter-, fore-: T308-T309	OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Lesson 4: T312–T319 Reading Workshop: Close Read Comp Strategy: Use Text Evidence to Explain Concepts: T312-T313 Reading-Writing Bridge: Write for a Reader: Develop Author's Purpose: T314-T315 Word Study: Review: Prefixes dis-, over-, non-, under-: T316-T317	OH.ELA-Literacy.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. OH.ELA-Literacy.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. OH.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Lesson 5: T320–T321 Reading Workshop: Reflect and Share: Talk About It: T320-T321 Reading-Writing Bridge: Word Study: Assess Understanding: Word Parts sub-, inter-, fore-: T322-T323	OH.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. OH.ELA-Literacy.SL.4.1.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. OH.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. OH.ELA-Literacy.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.

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Writing Workshop	
Week 1	
<p>Lesson 1: T336–T339 Writing Workshop: Genre Immersion Lesson: Understand Poetry, Independent Writing, & Share Back: T336-T337 Reading-Writing Bridge: Spelling: Latin roots gener, port, dur, ject: T338 Language and Conventions: Superlative Adjectives: T339</p>	<p>OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T340–T343 Writing Workshop: Genre Immersion Lesson: Explore What Poetry Sounds Like, Independent Writing, & Share Back: T340-T341 Prewriting Rhyme Schemes: T340 Reading-Writing Bridge: Spelling: Teach Spell Latin Roots gener, port, dur, ject: T342 Language and Conventions: Relative Adverbs: T343</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 3: T344–T347 Writing Workshop: Explore What Poetry Looks Like, Independent Writing, & Share Back: T344-T344 Reading-Writing Bridge: Spelling: Spell Latin Roots gener, port, dur, ject: T346 Language and Conventions: Teach Relative Adverbs: T347</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.L.4.3.b Choose punctuation for effect. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 4: T348–T351 Writing Workshop: Brainstorm Ideas, Independent Writing, & Share Back: T348-T349 Reading-Writing Bridge: Spelling: Review: Homophones: T350 Language and Conventions: Practice Relative Adverbs: T351</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two there, their). OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 5: T352–T359 Writing Workshop: Plan Your Poem: T352-T353 Writing Club: T353 What's Happening This Week?: T353 What Are We Sharing?: T353 How Do We Get Started?: T353 Reading-Writing Bridge: Spelling: Latin Roots gener, port, dur, ject: T354 Language and Conventions: Relative Adverbs: T355</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Week 2</p>	
<p>Lesson 1: T360–T363 Writing Workshop: Compose a Rhythm, Independent Writing, & Share Back: T360-T361 Reading-Writing Bridge: Spelling: Spell Words with -en, -ent, -ence: T362 Language and Conventions: Relative Adverbs: T363</p>	<p>OH.ELA-Literacy.L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 2: T364–T367 Writing Workshop: Compose with Alliteration and Assonance, Independent Writing, & Share Back: T364-T365 Drafting Alliteration: T364 Reading-Writing Bridge: Spelling: Teach Spell Words with Suffixes –en, – ent, –ence: T366 Language and Conventions: Capitalization Rules: T367</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 3: T368–T371 Writing Workshop: Compose with Similes and Metaphors, Independent Writing, & Share Back: T368-T3689 Reading-Writing Bridge: Spelling: Spell Words with Suffixes –en, –ent, – ence: T370 Language and Conventions: Teach Capitalization Rules: T371</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 4: T372–T375 Writing Workshop: Compose with Rhyming Words, Independent Writing, & Share Back: T372-T373 Reading-Writing Bridge: Spelling: Review: Latin Roots gener, port, dur, ject: T374 Language and Conventions: Practice Capitalization Rules: T375</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 5: T376–T383 Writing Workshop: Use Repetition: T376-T376 Writing Club: T377 What’s Happening This Week?: T377 What Are We Sharing?: T377 How Do We Get Started?: T377 Reading-Writing Bridge: Spelling: Assess Understanding_ Spell Words with -en, -ent,-ence: T378 Language and Conventions: Capitalization Rules: T379</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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Week 3	
<p>Lesson 1: T384–T387 Writing Workshop: Compose with Line Breaks, Independent Writing, & Share Back: T384-T385 Reading-Writing Bridge: Spelling: Spell Multisyllabic Words: T386 Language and Conventions: Capitalization Rules: T387</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 2: T388–T391 Writing Workshop: Arrange Stanzas, Independent Writing, & Share Back: T388-T389 Drafting Line Breaks and Stanzas: T388 Reading-Writing Bridge: Spelling: Teach Spell Multisyllabic Words, Pattern VCCCV: T390 Language and Conventions: Title Capitalization: T391</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 3: T392–T395 Writing Workshop: Select Punctuation, Independent Writing, & Share Back: T392-T393 Reading-Writing Bridge: Spelling: Spell Multisyllabic Words, Pattern VCCCV: T394 Language and Conventions: Teach Title Capitalization: T395</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.L.4.3.b Choose punctuation for effect. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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<p>Lesson 4: T396–T399 Writing Workshop: Set a Rhyme Scheme, Independent Writing, & Share Back: T396-T397 Reading-Writing Bridge: Spelling: Review: Suffixes –en, –ent, –ence: T398 Language and Conventions: Practice Title Capitalization: T399</p>	<p>OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). OH.ELA-Literacy.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. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Lesson 5: T400–T407 Writing Workshop: Select a Genre, Independent Writing, & Share Back: T400 Writing Workshop: Select a Genre: T401 Reading-Writing Bridge: Spelling: Spell Multisyllabic Words: T402 Language and Conventions: T403</p>	<p>OH.ELA-Literacy.L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. OH.ELA-Literacy.L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.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.) OH.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. OH.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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Week 4	
<p>Lesson 1: T408–T411 Writing Workshop: Use Verbs, Independent Writing, & Share Back: T408-T409 Reading-Writing Bridge: Spelling: Spell Words dis-, over-, non-, under: T410 Language and Conventions: Titles Capitalization: T411</p>	<p>OH.ELA-Literacy.L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. OH.ELA-Literacy.L.4.2.a Use correct capitalization. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p>Lesson 2: T412–T415 Writing Workshop: Revise for Structure, Independent Writing, & Share Back: T412-T413 Reading-Writing Bridge: Spelling: Spell Prefixes dis-, over-, non-, under-: T414 Language and Conventions: Comma Rules: T415</p>	<p>OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p>Lesson 3: T416–T419 Writing Workshop: Revise for Word Choice, Independent Writing, & Share Back: T416-T417 Reading-Writing Bridge: Spelling: Spell Prefixes dis-, over-, non-, under-: T418 Language and Conventions: Teach Comma Rules: T419</p>	<p>OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p>Lesson 4: T420–T423 Writing Workshop: Edit for Adjectives, Independent Writing, & Share Back: T420-T421 Revising & Editing Revising to Make Adjectives More Vivid: T420 Reading-Writing Bridge: Spelling: Review: Syllable Pattern VCCCV: T422 Language and Conventions: Practice Comma Rules: T423</p>	<p>OH.ELA-Literacy.L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.</p>

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<p>Lesson 5: T424–T431 Writing Workshop: Edit for Prepositional Phrases: T424 Writing Club: T425 What’s Happening This Week?: T425 What Are We Sharing?: T425 How Do We Get Started?: T425 Reading-Writing Bridge: Spelling: Spell Words dis-, over-, non-, under-: T426 Language and Conventions: Comma Rules: T427</p>	<p>OH.ELA-Literacy.L.4.1.e Form and use prepositional phrases. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
Week 5	
<p>Lesson 1: T432–T435 Writing Workshop: Add and Delete Ideas for Coherence and Clarity, Independent Writing, & Share Back: T432-T433 Reading-Writing Bridge: Spelling: Spell Words with sub-, inter-, fore-: T434 Language and Conventions: Comma Rules: T435</p>	<p>OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. OH.ELA-Literacy.L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Lesson 2: T436–T439 Writing Workshop: Prepare for the Celebration, Independent Writing, & Share Back: T436-T437 Reading-Writing Bridge: Spelling: Teach Spell Words with sub-, inter-, fore- : T438 Language and Conventions: Dialogue Punctuation: T439</p>	<p>OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. OH.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Lesson 3: T440–T443 Writing Workshop: Publish and Celebrate, Independent Writing, & Share Back: T440-T441 Reading-Writing Bridge: Spelling: Spell Words with sub-, inter-, fore-: T442 Language and Conventions: Teach Dialogue Punctuation: T443</p>	<p>OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>

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<p>Lesson 4: T444–T447 Writing Workshop: Prepare for Assessment, Independent Writing, & Share Back: T444-T445 Publishing Read Aloud with Emotion: T444 Reading-Writing Bridge: Spelling: Review: Prefixes dis-, over-, non-, under- : T446 Language and Conventions: Practice Dialogue Punctuation: T447</p>	<p>OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. OH.ELA-Literacy.L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p>Lesson 5: T448–T451 Writing Workshop: Assessment: T448 Writing Workshop: Writing Assessment and Rubric: T449 4-Point Poetry Writing Rubric: T449 Reading-Writing Bridge: Spelling: Spell Words with sub-, inter-, fore-: T450 Language and Conventions: Dialogue Punctuation: T451</p>	<p>OH.ELA-Literacy.L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p>
Unit 5: Project-Based Inquiry: Week 6	
<p>Lesson 1: T456–T459 Compare Across Texts Compare Across Texts: Features: T456-T457 Inquire/Introduce the Project: T458-T459 Inquire: T458 Introduce the Project: T458 Collaborate: T458 Research Articles: T458 Use Academic Words: Collaborate: T459</p>	<p>OH.ELA-Literacy.W.4.1.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. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>Lesson 2: T460–T463 Explore and Plan: T460-T461 Explore and Plan: T460 Opinions and Claims: T460 Collaborate: T460 Research Articles: T460-T461 Conduct Research: T462-T463 Conduct Research: T462 Collaborate: T462 Primary Sources: T462 Expert Assistance: T462 Next Steps: T463</p>	<p>OH.ELA-Literacy.RI.4.8 Explain how an author uses evidence to support particular points in a text. OH.ELA-Literacy.W.4.1.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. OH.ELA-Literacy.W.4.1.b Provide reasons that are supported by facts and details. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. OH.ELA-Literacy.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.</p>

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<p align="center">myView Literacy Grade 4 ©2020</p>	<p align="center">Ohio’s Learning Standards for English Language Arts 2017</p>
<p>Lesson 3: T464–T467 Collaborate and Discuss (Analyze Student Model): T464-T465 Collaborate and Discuss: T464 Analyze Student Model: T464 Collaborate: T464 Write for a Reader: T464 Customize It!: T464 Refine Research: T466-T467 Refine Research: T466 Collaborate: T466 Research Articles: T466 Primary and Secondary Sources: T466 Next Steps: T467</p>	<p>OH.ELA-Literacy.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. OH.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. OH.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. OH.ELA-Literacy.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.</p>
<p>Lesson 4: T468–T471 Extend Research: T468-T469 Extend Research: T468 Collaborate: T468 Primary Source: Social Studies: T468 Online Archives: T468 Collaborate and Discuss (Revise and Edit & Peer Review): T470-T471 Collaborate and Discuss: T470 Peer Review: T470 Customize It!: T470 Revise and Edit: T470 Next Steps: T471</p>	<p>OH.ELA-Literacy.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.</p>

**A Reverse Correlation of myView Literacy, Grade 4, ©2020 to
Ohio’s Learning Standards for English Language Arts 2017**

<p align="center">myView Literacy Grade 4 ©2020</p>	<p align="center">Ohio’s Learning Standards for English Language Arts 2017</p>
<p>Lesson 5: T472–T473 Celebrate and Reflect: T472-T473 Time to Celebrate: T472-T473 Collaborate: T472 Reflect: T472 Bibliography: T472 Reflect on the Unit: T473</p>	<p>OH.ELA-Literacy.L.4.3.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).</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p> <p>OH.ELA-Literacy.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.</p>