

Ohio Academic Content Standards

Correlated to

Focus on Reading Book D
Perfection Learning Corporation

Grade 4

Ohio Content Standards	Focus on Reading Book Pages
<i>Acquisition of Vocabulary</i>	
<i>Contextual Understanding</i>	
1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.	SB: 13, 39, 53, 61, 75, 97, 108, 133, 142
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	SB: 13, 142
<i>Conceptual Understanding</i>	
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.	SB: 13, 142
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	SB: 149
<i>Structural Understanding</i>	
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.	SB: 13, 39
<i>Tools and Resources</i>	
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	SB: 13, 39, 61, 75, 108, 118, 133, 142, 149
<i>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</i>	
<i>Comprehension Strategies</i>	
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	SB: 6-7, 17, 31-32, 45, 57, 66-67, 79-80, 91-92, 113-114, 124-125, 137, 147, 153-154
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.	SB: 45, 154
3. Compare and contrast information on a single topic or theme across different text and non-text resources.	SB: 31-56
4. Summarize important information in texts to demonstrate comprehension.	SB: 137-152
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.	SB: 6-30, 137-152
6. Select, create and use graphic organizers to interpret textual information.	SB: 6-7, 15, 29, 41-42, 55, 62, 64, 77, 87, 99, 111, 121-122, 135, 151, 165
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	SB: 14-15, 28-29, 40-42, 54-55, 63-64, 76-77, 86-87, 98-99, 110-111, 120-122, 124-125, 134-135, 150-151, 164-165
<i>Self-Monitoring Strategies</i>	
9. List questions and search for answers within the text to	SB: 6-7, 17, 31-32, 45, 66-67, 79-80, 91-92, 113-114, 137, 147

construct meaning.	
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Ohio Content Standards	Focus on Reading Book Pages
<i>Reading Applications: Informational, Technical and Persuasive Text</i>	
1. Make inferences about informational text from the title page, table of contents and chapter headings.	SB: 6-16, 31-44, 57-65, 101-112
4. Identify examples of cause and effect used in informational text.	SB: 57-65
<i>Reading Applications: Literary Text</i>	
2. Identify the influence of setting on the selection.	SB: 113-136
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.	SB: 91-112
5. Determine the theme and whether it is implied or stated directly.	SB: 137-152
<i>Writing Applications</i>	
2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.	SB: 31, 56, 100, 112, 123, 136, 146, 152, 166
4. Write informational reports that include facts and examples and present important details in a logical order.	SB: 16, 43, 65, 78, 88
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	SB: 16, 31