



SuccessMaker®

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|--|---|----------------|
| 4-5.1 | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. | | |
| 4-5.1.1 | use a very limited set of strategies to: | | |
| 4-5.1.1.1 | identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02387 |
| | | Students read the informational text, "Surf's Up, California." Students then make generalizations supported by text, determine the author's purpose, distinguish facts from opinions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02385 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02384 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00432 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students complete sentences using grade-level content words. | smre_ip_00559 |
| | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02384 |
| | | Students use word relationships to match words to sentences. | smre_ip_02387 |

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| 4-5.1.2 | use an emerging set of strategies to: | | |
| 4-5.1.2.1 | identify the main topic from read-alouds, simple written texts, and oral presentations. | Students listen to or read the informational text, "Kids Can Help." Students also identify cause-and-effect relationships, answer inferential questions, identify the author's purpose, and identify explicit main ideas. | smre_ip_00507 |
| | | Students read "The Shoemaker and the Elves" and review their understanding of homophones, cause and effect, main idea, and supporting details. | smre_pp_00190 |
| | | Students read the magazine article "Get in the Game and Exercise!" and then identify facts and make inferences from the text. | smre_pp_00160 |
| | | Students read "A New Room for the Boys" and review their understanding of main ideas, drawing conclusions, making generalizations, and multiple-meaning words. | smre_pp_00181 |
| | | Students listen to or read the informational text, "Travel World Magazine." Students also make inferences and identify the meaning of synonyms and antonyms. | smre_ip_00418 |
| | | Students listen to or read the informational text, "Good Bugs Gone Bad?" Students use information from tables, maps, and charts and answer literal and inferential questions. | smre_ip_00505 |
| | | Students will read the informational text "The Truth About Potatoes" and answer Right There questions, determine the author's purpose, make inferences, and identify adverbs that end in -ly. | smre_itr_02333 |
| | | Students listen to or read the informational text, "Immigrants Make America Home." Students also answer inferential questions, compare and contrast ideas, and use text structure to understand the text. | smre_ip_00498 |
| | | Students listen to or read the informational text, "Three Days and Three Ways to Celebrate Independence." Students also compare and contrast ideas, distinguish fiction and nonfiction, and answer literal and inferential questions. | smre_ip_00414 |
| | | Students read "Remember Fire Safety" and review their understanding of main idea, cause and effect, and inferential and evaluative questions. | smre_pp_00199 |

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| | | Students listen to or read the literary text, "The Lindy Hop." Students also identify characteristics of historical fiction, the author's viewpoint, and the main idea. | smre_ip_00454 |
| | | Students listen to or read the informational text, "Building a Powered Car." Students also follow multistep instructions and make inferences. | smre_ip_00456 |
| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students learn to identify the main idea and supporting details of a passage. | smre_di_00126 |
| | | Students will read the informational text "The Supreme Court" and answer Right There questions, make inferences, identify the main idea of the passage, and identify correct comma usage. | smre_itr_02338 |
| | | Students listen to or read the nonfiction encyclopedia entry "Life in the Everglades." They categorize words by specificity and hierarchy, answer inferential questions, and identify the author's viewpoint and main idea. | smre_ip_00542 |
| | | Students listen to or read the informational text, "A Walk in the Rain Forest." Students also identify the main idea of paragraphs, draw conclusions, compare and contrast, and answer literal questions. | smre_ip_00412 |
| | | Students learn to make inferences. | smre_di_00117 |
| | | Students listen to or read the persuasive text, "Would You Buy This?" Students also identify the effects of persuasive vocabulary, answer literal and inferential questions, and identify the author's purpose. | smre_ip_00544 |
| | | Students read the informational text, "Dogs to the Rescue!" Students will then make inferences, use chapter headings to locate information, identify the main idea, draw valid conclusions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02382 |

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| | | Students will read the informational text "The Rock Cycle" and answer Right There and Think and Search questions; make inferences; identify cause-and-effect relationships; identify the main idea of the passage; and identify simple and complete subjects and predicates. | smre_itr_02336 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "The Parrot Who Talked Too Much" and identify the meaning of idioms, the main idea, and the theme of the text. | smre_pp_00189 |
| | | Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases. | smre_itr_02334 |
| | | Students read "A Giant Leap" and review their understanding of synonyms, antonyms, historical fiction, character's feelings, main idea, and making inferences. | smre_pp_00168 |
| | | Students read "The All-Time Greatest Female Athlete," identify the main idea, and paraphrase information from the text. | smre_pp_00173 |
| | | Students will read the informational text "Masters of Disguise" and compare and contrast, answer Right There questions, make inferences, identify the main idea of the text, and identify conjunctions. | smre_itr_02335 |
| | | Students listen to or read the informational text, "The California Gold Rush." Students also identify explicit and implicit main ideas, identify the meaning of multiple-meaning words, and draw conclusions. | smre_ip_00463 |
| | | Students learn about the difference between explicit and implicit main ideas. | smre_di_00130 |
| | | Students listen to or read the informational text, "Warning! Hot Earth!" Students also paraphrase information, draw conclusions, identify cause-and-effect relationships, identify the main idea of the text, and identify the author's viewpoint. | smre_ip_00416 |

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| | | Students read "Avi, an Author of Children's Books" and review their understanding of main idea, supporting details, sequence of events, cause and effect, and generalizations. | smre_pp_00176 |
| | | Students learn about the purpose and placement of main-idea sentences in a passage. They also learn to identify supporting details. | smre_di_00111 |
| | | Students listen to or read the informational text, "Charles Henry Turner: Insect Scientist." Students also summarize the text, answer literal and inferential questions, distinguish fact and opinion, and identify the main idea of the passage. | smre_ip_00504 |
| | | Students read "Save Water While Saving Trees" and answer inferential and evaluative questions. | smre_pp_00196 |
| | | Students will read the literary passage "Summer Day, 1917" and identify characters' actions, motives, emotions, traits, and feelings; draw conclusions; identify the correct sequence of events; identify the main idea of the passage; and answer questions about verb tenses. | smre_itr_02331 |
| | | Students listen to or read the informational text, "George de Mestral Really Stuck to His Invention!" Students also identify the main idea and supporting details of the text and paraphrase information. | smre_ip_00459 |
| | | Students listen to or read the persuasive letter, "Gym Class: Good for the Body and the Brain." Students identify the author's viewpoint and distinguish the main ideas and supporting details. | smre_ip_00417 |
| | | Students listen to or read the literary text, "In Search of the Pink Dolphins." Students answer questions about main characters, setting, theme, and plot, identify main ideas, and draw conclusions. | smre_ip_00413 |
| | | Students read "Alexander Fleming, An Amazing Scientist" and identify the correct sequence of events. | smre_pp_00175 |
| | | Students listen to or read the informational text, "Water, Water Everywhere?" Students also answer inferential and evaluative questions, identify the author's viewpoint, identify main ideas, and summarize text. | smre_ip_00508 |

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| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |
| | | Students read "Smitty 'Gold Rush' Jones" and identify the explicit and implicit main ideas in each paragraph. | smre_pp_00178 |
| | | Students listen to or read the informational text, "Wild Animals in the Neighborhood." Students also draw conclusions, make generalizations, and identify cause-and-effect relationships, and identify the main idea. | smre_ip_00509 |
| 4-5.1.2.2 | retell a few key details from read-alouds, simple written texts, and oral presentations. | Students are prompted to listen to or read one of two nonfiction passages: "Counting the Cost" or "A Toy's Trip." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00478 |
| | | Students are prompted to listen to or read one of two literary texts: "Anasazi Escape" or "An Arch Worth Anything." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00433 |
| | | Students are prompted to listen to or read one of two informational texts: "Elizabeth Blackwell: A Pioneer in Medicine" or "Secrets of the Pyramids." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00435 |
| 4-5.1.3 | use a developing set of strategies to: | | |
| 4-5.1.3.1 | determine the main idea or theme from read-alouds, simple written texts, and oral presentations, and | Students listen to or read the folktales, "The Greedy Fisherman" and "One Small Gift." Students also answer questions about the theme in each story and determine the meaning of similes and idioms. | smre_ip_00503 |
| | | Students learn to identify character characteristics, setting, problem, solution, and theme of a passage. | smre_di_00112 |
| | | Students listen to or read the informational text, "Kids Can Help." Students also identify cause-and-effect relationships, answer inferential questions, identify the author's purpose, and identify explicit main ideas. | smre_ip_00507 |

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| | | Students read "The Shoemaker and the Elves" and review their understanding of homophones, cause and effect, main idea, and supporting details. | smre_pp_00190 |
| | | Students read the magazine article "Get in the Game and Exercise!" and then identify facts and make inferences from the text. | smre_pp_00160 |
| | | Students read "A New Room for the Boys" and review their understanding of main ideas, drawing conclusions, making generalizations, and multiple-meaning words. | smre_pp_00181 |
| | | Students listen to or read the informational text, "Travel World Magazine." Students also make inferences and identify the meaning of synonyms and antonyms. | smre_ip_00418 |
| | | Students listen to or read the informational text, "Good Bugs Gone Bad?" Students use information from tables, maps, and charts and answer literal and inferential questions. | smre_ip_00505 |
| | | Students will read the informational text "The Truth About Potatoes" and answer Right There questions, determine the author's purpose, make inferences, and identify adverbs that end in -ly. | smre_itr_02333 |
| | | Students listen to or read the literary texts, "Right Makes Might" and "By Heart." Students also compare themes, identify the meaning of homographs, answer literal and "why" questions, draw conclusions, and summarize text. | smre_ip_00552 |
| | | Students listen to or read the informational text, "Immigrants Make America Home." Students also answer inferential questions, compare and contrast ideas, and use text structure to understand the text. | smre_ip_00498 |
| | | Students listen to or read the informational text, "Three Days and Three Ways to Celebrate Independence." Students also compare and contrast ideas, distinguish fiction and nonfiction, and answer literal and inferential questions. | smre_ip_00414 |
| | | Students read "Remember Fire Safety" and review their understanding of main idea, cause and effect, and inferential and evaluative questions. | smre_pp_00199 |

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| | | Students listen to or read the literary text, "The Lindy Hop." Students also identify characteristics of historical fiction, the author's viewpoint, and the main idea. | smre_ip_00454 |
| | | Students listen to or read the informational text, "Building a Powered Car." Students also follow multistep instructions and make inferences. | smre_ip_00456 |
| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students learn to identify the main idea and supporting details of a passage. | smre_di_00126 |
| | | Students will read the informational text "The Supreme Court" and answer Right There questions, make inferences, identify the main idea of the passage, and identify correct comma usage. | smre_itr_02338 |
| | | Students listen to or read the nonfiction encyclopedia entry "Life in the Everglades." They categorize words by specificity and hierarchy, answer inferential questions, and identify the author's viewpoint and main idea. | smre_ip_00542 |
| | | Students listen to or read the informational text, "A Walk in the Rain Forest." Students also identify the main idea of paragraphs, draw conclusions, compare and contrast, and answer literal questions. | smre_ip_00412 |
| | | Students read "A Little Help from New Friends" and complete a story map. They identify story elements such as characters, setting, problem, solution, and theme. | smre_pp_00153 |
| | | Students learn to make inferences. | smre_di_00117 |
| | | Students learn about identifying the theme of a text. | smre_di_00138 |
| | | Students listen to or read the persuasive text, "Would You Buy This?" Students also identify the effects of persuasive vocabulary, answer literal and inferential questions, and identify the author's purpose. | smre_ip_00544 |

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| | | Students read the informational text, "Dogs to the Rescue!" Students will then make inferences, use chapter headings to locate information, identify the main idea, draw valid conclusions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02382 |
| | | Students will read the informational text "The Rock Cycle" and answer Right There and Think and Search questions; make inferences; identify cause-and-effect relationships; identify the main idea of the passage; and identify simple and complete subjects and predicates. | smre_itr_02336 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "The Parrot Who Talked Too Much" and identify the meaning of idioms, the main idea, and the theme of the text. | smre_pp_00189 |
| | | Students learn to compare themes of two passages. | smre_di_00156 |
| | | Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases. | smre_itr_02334 |
| | | Students read "A Giant Leap" and review their understanding of synonyms, antonyms, historical fiction, character's feelings, main idea, and making inferences. | smre_pp_00168 |
| | | Students read "The All-Time Greatest Female Athlete," identify the main idea, and paraphrase information from the text. | smre_pp_00173 |
| | | Students will read the informational text "Masters of Disguise" and compare and contrast, answer Right There questions, make inferences, identify the main idea of the text, and identify conjunctions. | smre_itr_02335 |

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| | | Students listen to or read the informational text, "The California Gold Rush." Students also identify explicit and implicit main ideas, identify the meaning of multiple-meaning words, and draw conclusions. | smre_ip_00463 |
| | | Students learn about the difference between explicit and implicit main ideas. | smre_di_00130 |
| | | Students listen to or read the informational text, "Warning! Hot Earth!" Students also paraphrase information, draw conclusions, identify cause-and-effect relationships, identify the main idea of the text, and identify the author's viewpoint. | smre_ip_00416 |
| | | Students read "Avi, an Author of Children's Books" and review their understanding of main idea, supporting details, sequence of events, cause and effect, and generalizations. | smre_pp_00176 |
| | | Students listen to or read two poems, "The Show-Off" and "My Little Brother." They use connotation to determine meaning, compare themes, and answer literal and inferential questions. | smre_ip_00506 |
| | | Students learn about the purpose and placement of main-idea sentences in a passage. They also learn to identify supporting details. | smre_di_00111 |
| | | Students listen to or read the informational text, "Charles Henry Turner: Insect Scientist." Students also summarize the text, answer literal and inferential questions, distinguish fact and opinion, and identify the main idea of the passage. | smre_ip_00504 |
| | | Students read "Save Water While Saving Trees" and answer inferential and evaluative questions. | smre_pp_00196 |
| | | Students will read the literary passage "Summer Day, 1917" and identify characters' actions, motives, emotions, traits, and feelings; draw conclusions; identify the correct sequence of events; identify the main idea of the passage; and answer questions about verb tenses. | smre_itr_02331 |
| | | Students listen to or read the informational text, "George de Mestral Really Stuck to His Invention!" Students also identify the main idea and supporting details of the text and paraphrase information. | smre_ip_00459 |

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| | | Students listen to or read the persuasive letter, "Gym Class: Good for the Body and the Brain." Students identify the author's viewpoint and distinguish the main ideas and supporting details. | smre_ip_00417 |
| | | Students listen to or read the literary text, "In Search of the Pink Dolphins." Students answer questions about main characters, setting, theme, and plot, identify main ideas, and draw conclusions. | smre_ip_00413 |
| | | Students read "Alexander Fleming, An Amazing Scientist" and identify the correct sequence of events. | smre_pp_00175 |
| | | Students listen to or read the informational text, "Water, Water Everywhere?" Students also answer inferential and evaluative questions, identify the author's viewpoint, identify main ideas, and summarize text. | smre_ip_00508 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |
| | | Students read "Smitty 'Gold Rush' Jones" and identify the explicit and implicit main ideas in each paragraph. | smre_pp_00178 |
| | | Students listen to or read the informational text, "Wild Animals in the Neighborhood." Students also draw conclusions, make generalizations, and identify cause-and-effect relationships, and identify the main idea. | smre_ip_00509 |
| 4-5.1.3.2 | retell a few key details from read-alouds, simple written texts, and oral presentations. | Students are prompted to listen to or read one of two nonfiction passages: "Counting the Cost" or "A Toy's Trip." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00478 |
| | | Students are prompted to listen to or read one of two informational texts: "Elizabeth Blackwell: A Pioneer in Medicine" or "Secrets of the Pyramids." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00435 |

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| 4-5.1.3.3 | retell familiar stories from read-alouds, simple written texts, and oral presentations. | Students are prompted to listen to or read one of two literary texts: "Anasazi Escape" or "An Arch Worth Anything." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment. | smre_ip_00433 |
| 4-5.1.4 | use an increasing range of strategies to: | | |
| 4-5.1.4.1 | determine the main idea or theme from read-alouds, written texts, and oral presentations, and | Students listen to or read the folktales, "The Greedy Fisherman" and "One Small Gift." Students also answer questions about the theme in each story and determine the meaning of similes and idioms. | smre_ip_00503 |
| | | Students learn to identify character characteristics, setting, problem, solution, and theme of a passage. | smre_di_00112 |
| | | Students listen to or read the informational text, "Kids Can Help." Students also identify cause-and-effect relationships, answer inferential questions, identify the author's purpose, and identify explicit main ideas. | smre_ip_00507 |
| | | Students read "The Shoemaker and the Elves" and review their understanding of homophones, cause and effect, main idea, and supporting details. | smre_pp_00190 |
| | | Students read the magazine article "Get in the Game and Exercise!" and then identify facts and make inferences from the text. | smre_pp_00160 |
| | | Students read "A New Room for the Boys" and review their understanding of main ideas, drawing conclusions, making generalizations, and multiple-meaning words. | smre_pp_00181 |
| | | Students listen to or read the informational text, "Travel World Magazine." Students also make inferences and identify the meaning of synonyms and antonyms. | smre_ip_00418 |
| | | Students listen to or read the informational text, "Good Bugs Gone Bad?" Students use information from tables, maps, and charts and answer literal and inferential questions. | smre_ip_00505 |
| | | Students will read the informational text "The Truth About Potatoes" and answer Right There questions, determine the author's purpose, make inferences, and identify adverbs that end in -ly. | smre_itr_02333 |

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| | | Students listen to or read the literary texts, "Right Makes Might" and "By Heart." Students also compare themes, identify the meaning of homographs, answer literal and "why" questions, draw conclusions, and summarize text. | smre_ip_00552 |
| | | Students listen to or read the informational text, "Immigrants Make America Home." Students also answer inferential questions, compare and contrast ideas, and use text structure to understand the text. | smre_ip_00498 |
| | | Students listen to or read the informational text, "Three Days and Three Ways to Celebrate Independence." Students also compare and contrast ideas, distinguish fiction and nonfiction, and answer literal and inferential questions. | smre_ip_00414 |
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| | | Students listen to or read the literary text, "The Lindy Hop." Students also identify characteristics of historical fiction, the author's viewpoint, and the main idea. | smre_ip_00454 |
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| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students learn to identify the main idea and supporting details of a passage. | smre_di_00126 |
| | | Students will read the informational text "The Supreme Court" and answer Right There questions, make inferences, identify the main idea of the passage, and identify correct comma usage. | smre_itr_02338 |
| | | Students listen to or read the nonfiction encyclopedia entry "Life in the Everglades." They categorize words by specificity and hierarchy, answer inferential questions, and identify the author's viewpoint and main idea. | smre_ip_00542 |

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| | | Students read "A Little Help from New Friends" and complete a story map. They identify story elements such as characters, setting, problem, solution, and theme. | smre_pp_00153 |
| | | Students learn to make inferences. | smre_di_00117 |
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| | | Students read the informational text, "Dogs to the Rescue!" Students will then make inferences, use chapter headings to locate information, identify the main idea, draw valid conclusions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02382 |
| | | Students will read the informational text "The Rock Cycle" and answer Right There and Think and Search questions; make inferences; identify cause-and-effect relationships; identify the main idea of the passage; and identify simple and complete subjects and predicates. | smre_itr_02336 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "The Parrot Who Talked Too Much" and identify the meaning of idioms, the main idea, and the theme of the text. | smre_pp_00189 |
| | | Students learn to compare themes of two passages. | smre_di_00156 |

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| | | Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases. | smre_itr_02334 |
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| | | Students listen to or read the informational text, "Warning! Hot Earth!" Students also paraphrase information, draw conclusions, identify cause-and-effect relationships, identify the main idea of the text, and identify the author's viewpoint. | smre_ip_00416 |
| | | Students read "Avi, an Author of Children's Books" and review their understanding of main idea, supporting details, sequence of events, cause and effect, and generalizations. | smre_pp_00176 |
| | | Students listen to or read two poems, "The Show-Off" and "My Little Brother." They use connotation to determine meaning, compare themes, and answer literal and inferential questions. | smre_ip_00506 |
| | | Students learn about the purpose and placement of main-idea sentences in a passage. They also learn to identify supporting details. | smre_di_00111 |

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| | | Students listen to or read the informational text, "Charles Henry Turner: Insect Scientist." Students also summarize the text, answer literal and inferential questions, distinguish fact and opinion, and identify the main idea of the passage. | smre_ip_00504 |
| | | Students read "Save Water While Saving Trees" and answer inferential and evaluative questions. | smre_pp_00196 |
| | | Students will read the literary passage "Summer Day, 1917" and identify characters' actions, motives, emotions, traits, and feelings; draw conclusions; identify the correct sequence of events; identify the main idea of the passage; and answer questions about verb tenses. | smre_itr_02331 |
| | | Students listen to or read the informational text, "George de Mestral Really Stuck to His Invention!" Students also identify the main idea and supporting details of the text and paraphrase information. | smre_ip_00459 |
| | | Students listen to or read the persuasive letter, "Gym Class: Good for the Body and the Brain." Students identify the author's viewpoint and distinguish the main ideas and supporting details. | smre_ip_00417 |
| | | Students listen to or read the literary text, "In Search of the Pink Dolphins." Students answer questions about main characters, setting, theme, and plot, identify main ideas, and draw conclusions. | smre_ip_00413 |
| | | Students read "Alexander Fleming, An Amazing Scientist" and identify the correct sequence of events. | smre_pp_00175 |
| | | Students listen to or read the informational text, "Water, Water Everywhere?" Students also answer inferential and evaluative questions, identify the author's viewpoint, identify main ideas, and summarize text. | smre_ip_00508 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |
| | | Students read "Smitty 'Gold Rush' Jones" and identify the explicit and implicit main ideas in each paragraph. | smre_pp_00178 |

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| | | Students listen to or read the informational text, "Wild Animals in the Neighborhood." Students also draw conclusions, make generalizations, and identify cause-and-effect relationships, and identify the main idea. | smre_ip_00509 |
| 4-5.1.4.2 | explain how some key details support the main idea or theme from read-alouds, written texts, and oral presentations. | Students listen to or read the informational text, "Kids Can Help." Students also identify cause-and-effect relationships, answer inferential questions, identify the author's purpose, and identify explicit main ideas. | smre_ip_00507 |
| | | Students read "The Shoemaker and the Elves" and review their understanding of homophones, cause and effect, main idea, and supporting details. | smre_pp_00190 |
| | | Students read "A New Room for the Boys" and review their understanding of main ideas, drawing conclusions, making generalizations, and multiple-meaning words. | smre_pp_00181 |
| | | Students read "Remember Fire Safety" and review their understanding of main idea, cause and effect, and inferential and evaluative questions. | smre_pp_00199 |
| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students learn to identify the main idea and supporting details of a passage. | smre_di_00126 |
| | | Students will read the informational text "The Supreme Court" and answer Right There questions, make inferences, identify the main idea of the passage, and identify correct comma usage. | smre_itr_02338 |
| | | Students listen to or read the nonfiction encyclopedia entry "Life in the Everglades." They categorize words by specificity and hierarchy, answer inferential questions, and identify the author's viewpoint and main idea. | smre_ip_00542 |
| | | Students listen to or read the informational text, "A Walk in the Rain Forest." Students also identify the main idea of paragraphs, draw conclusions, compare and contrast, and answer literal questions. | smre_ip_00412 |

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| | | Students read the informational text, "Dogs to the Rescue!" Students will then make inferences, use chapter headings to locate information, identify the main idea, draw valid conclusions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02382 |
| | | Students will read the informational text "The Rock Cycle" and answer Right There and Think and Search questions; make inferences; identify cause-and-effect relationships; identify the main idea of the passage; and identify simple and complete subjects and predicates. | smre_itr_02336 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "A Giant Leap" and review their understanding of synonyms, antonyms, historical fiction, character's feelings, main idea, and making inferences. | smre_pp_00168 |
| | | Students read "The All-Time Greatest Female Athlete," identify the main idea, and paraphrase information from the text. | smre_pp_00173 |
| | | Students will read the informational text "Masters of Disguise" and compare and contrast, answer Right There questions, make inferences, identify the main idea of the text, and identify conjunctions. | smre_itr_02335 |
| | | Students listen to or read the informational text, "The California Gold Rush." Students also identify explicit and implicit main ideas, identify the meaning of multiple-meaning words, and draw conclusions. | smre_ip_00463 |
| | | Students learn about the difference between explicit and implicit main ideas. | smre_di_00130 |
| | | Students listen to or read the informational text, "Warning! Hot Earth!" Students also paraphrase information, draw conclusions, identify cause-and-effect relationships, identify the main idea of the text, and identify the author's viewpoint. | smre_ip_00416 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
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| | | Students read "Avi, an Author of Children's Books" and review their understanding of main idea, supporting details, sequence of events, cause and effect, and generalizations. | smre_pp_00176 |
| | | Students learn about the purpose and placement of main-idea sentences in a passage. They also learn to identify supporting details. | smre_di_00111 |
| | | Students listen to or read the informational text, "Charles Henry Turner: Insect Scientist." Students also summarize the text, answer literal and inferential questions, distinguish fact and opinion, and identify the main idea of the passage. | smre_ip_00504 |
| | | Students listen to or read the informational text, "George de Mestral Really Stuck to His Invention!" Students also identify the main idea and supporting details of the text and paraphrase information. | smre_ip_00459 |
| | | Students listen to or read the persuasive letter, "Gym Class: Good for the Body and the Brain." Students identify the author's viewpoint and distinguish the main ideas and supporting details. | smre_ip_00417 |
| | | Students listen to or read the informational text, "Water, Water Everywhere?" Students also answer inferential and evaluative questions, identify the author's viewpoint, identify main ideas, and summarize text. | smre_ip_00508 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |
| | | Students read "Smitty 'Gold Rush' Jones" and identify the explicit and implicit main ideas in each paragraph. | smre_pp_00178 |
| | | Students listen to or read the informational text, "Wild Animals in the Neighborhood." Students also draw conclusions, make generalizations, and identify cause-and-effect relationships, and identify the main idea. | smre_ip_00509 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
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| 4-5.1.4.3 | summarize part of a text from read-alouds, written texts, and oral presentations. | Students read "An Icy World" and summarize the text. | smre_pp_00191 |
| | | Students listen to or read the informational text, "Elizabeth Blackwell: A Pioneer in Medicine." Students also summarize, draw conclusions, and answer literal and "how" questions. | smre_ip_00460 |
| | | Students learn about summarizing text. | smre_di_00127 |
| | | Students read the informational text, "Oceans." Then students summarize text, identify cause-and-effect relationships, draw valid conclusions, and answer literal questions. Students also use their knowledge of morphological families to understand academic vocabulary words. | smre_itr_02386 |
| | | Students learn to include only main points when summarizing text. | smre_di_00139 |
| | | Students listen to or read the literary texts, "Right Makes Might" and "By Heart." Students also compare themes, identify the meaning of homographs, answer literal and "why" questions, draw conclusions, and summarize text. | smre_ip_00552 |
| | | Students read "The First Lady of the Air" and review their understanding of connotations, summarizing, using maps, and compare and contrast. | smre_pp_00194 |
| | | Students summarize text. | smre_ip_00448 |
| | | Students read "An Apple's Journey" and summarize the steps in the text. | smre_pp_00170 |
| | | Students listen to or read the literary text, "The Greatest Reward." Students also answer questions about setting, characters' actions, emotions, traits, and feelings, sequence events, and summarize text. | smre_ip_00549 |
| | | Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases. | smre_itr_02334 |
| | | Students read "Electromagnets" and summarize the multistep instructions in the text. | smre_pp_00169 |
| | | Students read "Condoleeza Rice" and summarize the text. | smre_pp_00174 |
| | | Students summarize text. | smre_ip_00492 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
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| | | Students listen to or read the informational text, "Charles Henry Turner: Insect Scientist." Students also summarize the text, answer literal and inferential questions, distinguish fact and opinion, and identify the main idea of the passage. | smre_ip_00504 |
| | | Students listen to or read the informational text, "Water, Water Everywhere?" Students also answer inferential and evaluative questions, identify the author's viewpoint, identify main ideas, and summarize text. | smre_ip_00508 |
| 4-5.1.5 | use a wide range of strategies to: | | |
| 4-5.1.5.2 | explain how key details support the main ideas or themes from read-alouds, written texts, and oral presentations. | Students listen to or read the informational text, "Kids Can Help." Students also identify cause-and-effect relationships, answer inferential questions, identify the author's purpose, and identify explicit main ideas. | smre_ip_00507 |
| | | Students read "The Shoemaker and the Elves" and review their understanding of homophones, cause and effect, main idea, and supporting details. | smre_pp_00190 |
| | | Students read "A New Room for the Boys" and review their understanding of main ideas, drawing conclusions, making generalizations, and multiple-meaning words. | smre_pp_00181 |
| | | Students read "Remember Fire Safety" and review their understanding of main idea, cause and effect, and inferential and evaluative questions. | smre_pp_00199 |
| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students learn to identify the main idea and supporting details of a passage. | smre_di_00126 |
| | | Students will read the informational text "The Supreme Court" and answer Right There questions, make inferences, identify the main idea of the passage, and identify correct comma usage. | smre_itr_02338 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
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| | | Students listen to or read the nonfiction encyclopedia entry "Life in the Everglades." They categorize words by specificity and hierarchy, answer inferential questions, and identify the author's viewpoint and main idea. | smre_ip_00542 |
| | | Students listen to or read the informational text, "A Walk in the Rain Forest." Students also identify the main idea of paragraphs, draw conclusions, compare and contrast, and answer literal questions. | smre_ip_00412 |
| | | Students read the informational text, "Dogs to the Rescue!" Students will then make inferences, use chapter headings to locate information, identify the main idea, draw valid conclusions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02382 |
| | | Students will read the informational text "The Rock Cycle" and answer Right There and Think and Search questions; make inferences; identify cause-and-effect relationships; identify the main idea of the passage; and identify simple and complete subjects and predicates. | smre_itr_02336 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "A Giant Leap" and review their understanding of synonyms, antonyms, historical fiction, character's feelings, main idea, and making inferences. | smre_pp_00168 |
| | | Students read "The All-Time Greatest Female Athlete," identify the main idea, and paraphrase information from the text. | smre_pp_00173 |
| | | Students will read the informational text "Masters of Disguise" and compare and contrast, answer Right There questions, make inferences, identify the main idea of the text, and identify conjunctions. | smre_itr_02335 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
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| | | Students listen to or read the informational text, "The California Gold Rush." Students also identify explicit and implicit main ideas, identify the meaning of multiple-meaning words, and draw conclusions. | smre_ip_00463 |
| | | Students learn about the difference between explicit and implicit main ideas. | smre_di_00130 |
| | | Students listen to or read the informational text, "Warning! Hot Earth!" Students also paraphrase information, draw conclusions, identify cause-and-effect relationships, identify the main idea of the text, and identify the author's viewpoint. | smre_ip_00416 |
| | | Students read "Avi, an Author of Children's Books" and review their understanding of main idea, supporting details, sequence of events, cause and effect, and generalizations. | smre_pp_00176 |
| | | Students learn about the purpose and placement of main-idea sentences in a passage. They also learn to identify supporting details. | smre_di_00111 |
| | | Students listen to or read the informational text, "Charles Henry Turner: Insect Scientist." Students also summarize the text, answer literal and inferential questions, distinguish fact and opinion, and identify the main idea of the passage. | smre_ip_00504 |
| | | Students listen to or read the informational text, "George de Mestral Really Stuck to His Invention!" Students also identify the main idea and supporting details of the text and paraphrase information. | smre_ip_00459 |
| | | Students listen to or read the persuasive letter, "Gym Class: Good for the Body and the Brain." Students identify the author's viewpoint and distinguish the main ideas and supporting details. | smre_ip_00417 |
| | | Students listen to or read the informational text, "Water, Water Everywhere?" Students also answer inferential and evaluative questions, identify the author's viewpoint, identify main ideas, and summarize text. | smre_ip_00508 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
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| | | Students read "Smitty 'Gold Rush' Jones" and identify the explicit and implicit main ideas in each paragraph. | smre_pp_00178 |
| | | Students listen to or read the informational text, "Wild Animals in the Neighborhood." Students also draw conclusions, make generalizations, and identify cause-and-effect relationships, and identify the main idea. | smre_ip_00509 |
| 4-5.1.5.3 | summarize a text from read-alouds, written texts, and oral presentations. | Students read "An Icy World" and summarize the text. | smre_pp_00191 |
| | | Students listen to or read the informational text, "Elizabeth Blackwell: A Pioneer in Medicine." Students also summarize, draw conclusions, and answer literal and "how" questions. | smre_ip_00460 |
| | | Students learn about summarizing text. | smre_di_00127 |
| | | Students read the informational text, "Oceans." Then students summarize text, identify cause-and-effect relationships, draw valid conclusions, and answer literal questions. Students also use their knowledge of morphological families to understand academic vocabulary words. | smre_itr_02386 |
| | | Students learn to include only main points when summarizing text. | smre_di_00139 |
| | | Students listen to or read the literary texts, "Right Makes Might" and "By Heart." Students also compare themes, identify the meaning of homographs, answer literal and "why" questions, draw conclusions, and summarize text. | smre_ip_00552 |
| | | Students read "The First Lady of the Air" and review their understanding of connotations, summarizing, using maps, and compare and contrast. | smre_pp_00194 |
| | | Students summarize text. | smre_ip_00448 |
| | | Students read "An Apple's Journey" and summarize the steps in the text. | smre_pp_00170 |
| | | Students listen to or read the literary text, "The Greatest Reward." Students also answer questions about setting, characters' actions, emotions, traits, and feelings, sequence events, and summarize text. | smre_ip_00549 |
| | | Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases. | smre_itr_02334 |

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| | | Students read "Electromagnets" and summarize the multistep instructions in the text. | smre_pp_00169 |
| | | Students read "Condoleeza Rice" and summarize the text. | smre_pp_00174 |
| | | Students summarize text. | smre_ip_00492 |
| | | Students listen to or read the informational text, "Charles Henry Turner: Insect Scientist." Students also summarize the text, answer literal and inferential questions, distinguish fact and opinion, and identify the main idea of the passage. | smre_ip_00504 |
| | | Students listen to or read the informational text, "Water, Water Everywhere?" Students also answer inferential and evaluative questions, identify the author's viewpoint, identify main ideas, and summarize text. | smre_ip_00508 |
| 4-5.2 | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | | |
| 4-5.2.1 | use a very limited set of strategies to: | | |
| 4-5.2.1.2 | participate in short written exchanges about familiar topics. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| 4-5.2.2 | use an emerging set of strategies to: | | |
| 4-5.2.2.2 | participate in short written exchanges about familiar topics and texts. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| 4-5.2.3 | use a developing set of strategies to: | | |
| 4-5.2.3.2 | participate in short written exchanges about familiar topics and texts. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |

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| 4-5.2.4 | use an increasing range of strategies to: | | |
| 4-5.2.4.2 | participate in written exchanges about a variety of topics and texts. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| 4-5.2.4.6 | add relevant information and evidence about a variety of topics and texts. | Students use a graphic organizer to write an article about how to raise a puppy. Students must use at least two academic vocabulary words from the lesson in their articles. | smre_pp_02383 |
| 4-5.2.5 | use a wide range of strategies to: | | |
| 4-5.2.5.2 | participate in extended written exchanges about a variety of topics and texts. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| 4-5.2.5.6 | add relevant and detailed information using evidence about a variety of topics and texts. | Students use a graphic organizer to write an article about how to raise a puppy. Students must use at least two academic vocabulary words from the lesson in their articles. | smre_pp_02383 |
| 4-5.3 | speak and write about grade-appropriate complex literary and informational texts and topics. | | |
| 4-5.3.1 | use a very limited set of strategies to: | | |
| 4-5.3.1.1 | communicate simple information about familiar texts, topics, events, or objects in the environment. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| 4-5.3.2 | use an emerging set of strategies to: | | |
| 4-5.3.2.2 | compose written texts about familiar texts, topics, and experiences. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| 4-5.3.3 | including a few details, | | |
| 4-5.3.3.2 | compose written narratives or informational texts about familiar texts, topics, and experiences. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| 4-5.3.4 | including some details, | | |
| 4-5.3.4.2 | compose written narratives or informational texts about a variety of texts, topics, and experiences. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |

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| 4-5.3.5 | including details and examples to develop a topic, | | |
| 4-5.3.5.2 | compose written narrative or informational texts about a variety of texts, topics, and experiences. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| 4-5.6 | analyze and critique the arguments of others orally and in writing. | | |
| 4-5.6.1 | use a very limited set of strategies to: | | |
| 4-5.6.1.1 | identify a point an author or speaker makes. | Students read "A New Room for the Boys" and review their understanding of main ideas, drawing conclusions, making generalizations, and multiple-meaning words. | smre_pp_00181 |
| | | Students read the newspaper article The Rocky Ridge Times and complete a graphic organizer. They identify the main idea, supporting details, and author's viewpoint. | smre_pp_00159 |
| | | Students listen to or read the informational text, "Kartchner Caverns." Students also read signs, answer literal questions, draw conclusions, identify the author's viewpoint, and distinguish fiction and nonfiction. | smre_ip_00415 |
| | | Students read "Remember Fire Safety" and review their understanding of main idea, cause and effect, and inferential and evaluative questions. | smre_pp_00199 |
| | | Students listen to or read the nonfiction encyclopedia entry "Life in the Everglades." They categorize words by specificity and hierarchy, answer inferential questions, and identify the author's viewpoint and main idea. | smre_ip_00542 |
| | | Students read "Saving the Wetlands" and review their understanding of root words, persuasive vocabulary, and categorizing words. | smre_pp_00204 |
| | | Students learn to identify an author's viewpoint and bias. | smre_di_00116 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |

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| | | Students listen to or read the informational text, "Warning! Hot Earth!" Students also paraphrase information, draw conclusions, identify cause-and-effect relationships, identify the main idea of the text, and identify the author's viewpoint. | smre_ip_00416 |
| | | Students read "Avi, an Author of Children's Books" and review their understanding of main idea, supporting details, sequence of events, cause and effect, and generalizations. | smre_pp_00176 |
| | | Students listen to or read the persuasive letter, "Gym Class: Good for the Body and the Brain." Students identify the author's viewpoint and distinguish the main ideas and supporting details. | smre_ip_00417 |
| | | Students read "The Battle at the Little Bighorn River" and review their understanding of author's viewpoint and bias, comparing and contrasting, drawing conclusions, and paraphrasing. | smre_pp_00158 |
| | | Students read the informational text, "Should You Be a Puppy Raiser?" Then students identify the author's viewpoint and bias, understand the author's purpose, distinguish facts from opinions, identify steps in a process, and answer literal questions. Students also use their knowledge of morphological families to understand academic vocabulary words. | smre_itr_02383 |
| | | Students listen to or read the informational text, "Water, Water Everywhere?" Students also answer inferential and evaluative questions, identify the author's viewpoint, identify main ideas, and summarize text. | smre_ip_00508 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |

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| 4-5.7 | adapt language choices to purpose, task, and audience when speaking and writing. | | |
| 4-5.7.1 | use a very limited set of strategies to: | | |
| 4-5.7.1.1 | recognize the meaning of some words learned through conversations, reading, and being read to. | Students identify sentences with errors and then correct the sentences with grade-level content words. | smre_ip_00422 |
| | | Students identify sentences with errors and then correct the sentences, using grade-level content words. | smre_ip_00466 |
| | | Students identify sentences with errors and then correct the sentences with grade-level content words. | smre_ip_00516 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00476 |
| | | Students identify sentences with errors and then correct the sentences, using grade-level content words. | smre_ip_00560 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students identify sentences with errors, then correct the sentences with grade-level content words. | smre_ip_00555 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00423 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02387 |
| | | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00428 |
| | | Students read the informational text, "Surf's Up, California." Students then make generalizations supported by text, determine the author's purpose, distinguish facts from opinions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02385 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00558 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00521 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00564 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00512 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
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| | | Students complete sentences, using grade-level content words. | smre_ip_00475 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00447 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00522 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00562 |
| | | Students complete sentences using grade-level content words. | smre_ip_00563 |
| | | Students identify sentences with errors, then correct the sentences with grade-level content words. | smre_ip_00557 |
| | | Students identify sentences with errors and then correct the sentences, using grade-level content words. | smre_ip_00429 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00519 |
| | | Students identify grade-level content words, using text, image, and audio clues. | smre_ip_00474 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00514 |
| | | Students complete sentences using grade-level content words and words with final consonant blends. | smre_ip_00400 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00469 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00427 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02384 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00517 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00467 |
| | | Students identify sentences with errors and then correct the sentences, using grade-level content words. | smre_ip_00430 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00432 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|---|---|---------------|
| | | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students identify sentences with errors and then correct the sentences, using grade-level content words. | smre_ip_00472 |
| | | Students complete sentences using grade-level content words. | smre_ip_00559 |
| | | Students complete sentences using grade-level content words. | smre_ip_00561 |
| | | Students identify grade-level content words, using text, image, and audio clues. | smre_ip_00471 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00554 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00515 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00421 |
| | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02384 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00513 |
| | | Students identify sentences with errors and then correct the sentences, using grade-level content words. | smre_ip_00511 |
| | | Students use word relationships to match words to sentences. | smre_ip_02387 |
| | | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00425 |
| | | Students identify sentences with errors and then correct the sentences, using grade-level content words. | smre_ip_00518 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00473 |
| | | Students identify grade-level content words using text, image, and audio clues. | smre_ip_00556 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|---|---|---------------|
| | | Students identify sentences with errors and then correct the sentences, using grade-level content words. | smre_ip_00424 |
| | | Students complete sentences using grade-level content words. | smre_ip_00426 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00431 |
| | | Students read sentences to determine if they are correct. Then students select the correct word to fix each incorrect sentence. | smre_ip_00494 |
| 4-5.7.2 | with emerging control, | | |
| 4-5.7.2.2 | use some words learned through conversations, reading, and being read to. | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02387 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students identify grade-level content words, using text, image, and audio clues. | smre_ip_00474 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02384 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00432 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students complete sentences using grade-level content words. | smre_ip_00559 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00554 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|---|---|---------------|
| | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02384 |
| | | Students use word relationships to match words to sentences. | smre_ip_02387 |
| 4-5.7.3 | with developing control, | | |
| 4-5.7.3.2 | use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text. | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02387 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students identify grade-level content words, using text, image, and audio clues. | smre_ip_00474 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02384 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00432 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students complete sentences using grade-level content words. | smre_ip_00559 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00554 |
| | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02384 |
| | | Students use word relationships to match words to sentences. | smre_ip_02387 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|---|---|---------------|
| 4-5.7.4 | with increasing ease, | | |
| 4-5.7.4.2 | use a wider range of general academic and content-specific words and phrases in speech and writing. | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02387 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students identify grade-level content words, using text, image, and audio clues. | smre_ip_00474 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02384 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00432 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students complete sentences using grade-level content words. | smre_ip_00559 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00554 |
| | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02384 |
| | | Students use word relationships to match words to sentences. | smre_ip_02387 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|--|---|---------------|
| 4-5.7.5 | including details and examples to develop a topic, | | |
| 4-5.7.5.2 | use a wide variety of general academic and content-specific words and phrases in speech and writing. | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02387 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students identify grade-level content words, using text, image, and audio clues. | smre_ip_00474 |
| | | Students learn about word relationships to understand the meaning of academic vocabulary terms. | smre_di_02384 |
| | | Students identify grade-level content words by using text, image, and audio clues. | smre_ip_00432 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students complete sentences using grade-level content words. | smre_ip_00559 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00554 |
| | | Students practice using word relationships to better understand the meaning of academic vocabulary words. | smre_pp_02384 |
| | | Students use word relationships to match words to sentences. | smre_ip_02387 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|---|---|----------------|
| 4-5.8 | determine the meaning of words and phrases in oral presentations and literary and informational text. | | |
| 4-5.8.1 | relying heavily on context, visual aids, and knowledge of morphology in his or her native language, | | |
| 4-5.8.1.1 | recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students read the informational text, "Surf's Up, California." Students then make generalizations supported by text, determine the author's purpose, distinguish facts from opinions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02385 |
| | | Students learn to use prefixes and base words to identify the meaning of unknown words. | smre_di_00110 |
| | | Students listen to or read the realistic fiction passage "A Little Bit Boring." They use prefixes to identify the meaning of words and they answer questions about characters. | smre_ip_00411 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students listen to or read the nonfiction expository article "Keep It Pumping." They answer literal questions and use affixes and root words to identify the meaning of words in context. | smre_ip_00419 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|--|---|----------------|
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "The Lesson Learned" and identify the meaning of prefixes un-, dis-, and non-. | smre_pp_00151 |
| | | Students will underline comparative adjectives and circle superlative adjectives in sentences. | smre_pp_02332 |
| | | Students read the magazine article "Bicycle Safety" and determine the meaning of words with suffixes. | smre_pp_00161 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |
| | | Students will identify comparative and superlative adjectives. | smre_ip_02332 |
| | | Students will learn about comparative and superlative adjectives. | smre_di_02332 |
| | | Students learn to use suffixes and base words to identify the meaning of unknown words. | smre_di_00118 |
| 4-5.8.2 | using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, | | |
| 4-5.8.2.1 | determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students read the informational text, "Surf's Up, California." Students then make generalizations supported by text, determine the author's purpose, distinguish facts from opinions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02385 |
| | | Students learn to use prefixes and base words to identify the meaning of unknown words. | smre_di_00110 |
| | | Students listen to or read the realistic fiction passage "A Little Bit Boring." They use prefixes to identify the meaning of words and they answer questions about characters. | smre_ip_00411 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|---|---|----------------|
| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students listen to or read the nonfiction expository article "Keep It Pumping." They answer literal questions and use affixes and root words to identify the meaning of words in context. | smre_ip_00419 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "The Lesson Learned" and identify the meaning of prefixes un-, dis-, and non-. | smre_pp_00151 |
| | | Students will underline comparative adjectives and circle superlative adjectives in sentences. | smre_pp_02332 |
| | | Students read the magazine article "Bicycle Safety" and determine the meaning of words with suffixes. | smre_pp_00161 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |
| | | Students will identify comparative and superlative adjectives. | smre_ip_02332 |
| | | Students will learn about comparative and superlative adjectives. | smre_di_02332 |
| | | Students learn to use suffixes and base words to identify the meaning of unknown words. | smre_di_00118 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|---|---|----------------|
| 4-5.8.3 | using context, visual aids, reference materials, and a developing knowledge of English morphology, | | |
| 4-5.8.3.1 | determine the meaning of frequently occurring words and phrases in texts about familiar topics, experiences, or events. | Students build words with prefixes and use knowledge of syntax to complete sentences. | smre_ip_00399 |
| | | Students will learn about adverbs ending in -ly. | smre_di_02333 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students will read the informational text "The Truth About Potatoes" and answer Right There questions, determine the author's purpose, make inferences, and identify adverbs that end in -ly. | smre_itr_02333 |
| | | Students read the informational text, "Surf's Up, California." Students then make generalizations supported by text, determine the author's purpose, distinguish facts from opinions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02385 |
| | | Students learn to use prefixes and base words to identify the meaning of unknown words. | smre_di_00110 |
| | | Students listen to or read the realistic fiction passage "A Little Bit Boring." They use prefixes to identify the meaning of words and they answer questions about characters. | smre_ip_00411 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students listen to or read the nonfiction expository article "Keep It Pumping." They answer literal questions and use affixes and root words to identify the meaning of words in context. | smre_ip_00419 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
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| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "The Lesson Learned" and identify the meaning of prefixes un-, dis-, and non-. | smre_pp_00151 |
| | | Students will underline comparative adjectives and circle superlative adjectives in sentences. | smre_pp_02332 |
| | | Students read the magazine article "Bicycle Safety" and determine the meaning of words with suffixes. | smre_pp_00161 |
| | | Students build words with suffixes. | smre_ip_00540 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |
| | | Students will identify comparative and superlative adjectives. | smre_ip_02332 |
| | | Students will learn about comparative and superlative adjectives. | smre_di_02332 |
| | | Students learn to use suffixes and base words to identify the meaning of unknown words. | smre_di_00118 |
| 4-5.8.3.2 | determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events. | Students listen to or read the folktales, "The Greedy Fisherman" and "One Small Gift." Students also answer questions about the theme in each story and determine the meaning of similes and idioms. | smre_ip_00503 |
| | | Students match idioms to their correct meanings. | smre_ip_00488 |
| | | Students listen to or read the poem, "Iggy Gets a Grip." They determine the meaning of similes and idioms, answer literal, "why" and "how" questions, identify cause and effect relationships, and identify characteristics and structural elements of poetry. | smre_ip_00545 |
| | | Students determine the meaning of similes and idioms. | smre_ip_00534 |
| | | Students learn how to determine the meaning of similes and idioms. | smre_di_00149 |
| | | Students determine the meaning of similes and idioms. | smre_ip_00491 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|---|---|----------------|
| | | Students listen to or read the literary text, "Gus Disappears." Students also determine the meaning of idioms. | smre_ip_00500 |
| | | Students read the poem, "Pomegranate" and identify the use of rhyme and imagery. They also identify the meaning of similes and idioms. | smre_pp_00205 |
| | | Students read "The Parrot Who Talked Too Much" and identify the meaning of idioms, the main idea, and the theme of the text. | smre_pp_00189 |
| | | Students match idioms to their meanings. | smre_ip_00539 |
| | | Students read "United States History" and review their understanding of text structure, idioms, compare and contrast, and paraphrasing information. | smre_pp_00186 |
| | | Students learn how to use the context of a passage to determine the meaning of idioms. | smre_di_00135 |
| | | Students read "Jericho's Pine Seeds" and identify the meaning of idioms. | smre_pp_00185 |
| 4-5.8.4 | using context, reference materials, and an increasing knowledge of English morphology, | | |
| 4-5.8.4.1 | determine the meaning of general academic and content-specific words, phrases in texts about a variety of topics, experiences, or events. | Students build words with prefixes and use knowledge of syntax to complete sentences. | smre_ip_00399 |
| | | Students will learn about adverbs ending in -ly. | smre_di_02333 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students will read the informational text "The Truth About Potatoes" and answer Right There questions, determine the author's purpose, make inferences, and identify adverbs that end in -ly. | smre_itr_02333 |
| | | Students read the informational text, "Surf's Up, California." Students then make generalizations supported by text, determine the author's purpose, distinguish facts from opinions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02385 |
| | | Students learn to use prefixes and base words to identify the meaning of unknown words. | smre_di_00110 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|---|---|----------------|
| | | Students listen to or read the realistic fiction passage "A Little Bit Boring." They use prefixes to identify the meaning of words and they answer questions about characters. | smre_ip_00411 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students listen to or read the nonfiction expository article "Keep It Pumping." They answer literal questions and use affixes and root words to identify the meaning of words in context. | smre_ip_00419 |
| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "The Lesson Learned" and identify the meaning of prefixes un-, dis-, and non-. | smre_pp_00151 |
| | | Students will underline comparative adjectives and circle superlative adjectives in sentences. | smre_pp_02332 |
| | | Students read the magazine article "Bicycle Safety" and determine the meaning of words with suffixes. | smre_pp_00161 |
| | | Students build words with suffixes. | smre_ip_00540 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |
| | | Students will identify comparative and superlative adjectives. | smre_ip_02332 |
| | | Students will learn about comparative and superlative adjectives. | smre_di_02332 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|--|--|---------------|
| | | Students learn to use suffixes and base words to identify the meaning of unknown words. | smre_di_00118 |
| 4-5.8.4.2 | determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events. | Students listen to or read the folktales, "The Greedy Fisherman" and "One Small Gift." Students also answer questions about the theme in each story and determine the meaning of similes and idioms. | smre_ip_00503 |
| | | Students match idioms to their correct meanings. | smre_ip_00488 |
| | | Students listen to or read the poem, "Iggy Gets a Grip." They determine the meaning of similes and idioms, answer literal, "why" and "how" questions, identify cause and effect relationships, and identify characteristics and structural elements of poetry. | smre_ip_00545 |
| | | Students determine the meaning of similes and idioms. | smre_ip_00534 |
| | | Students learn how to determine the meaning of similes and idioms. | smre_di_00149 |
| | | Students determine the meaning of similes and idioms. | smre_ip_00491 |
| | | Students listen to or read the literary text, "Gus Disappears." Students also determine the meaning of idioms. | smre_ip_00500 |
| | | Students read the poem, "Pomegranate" and identify the use of rhyme and imagery. They also identify the meaning of similes and idioms. | smre_pp_00205 |
| | | Students read "The Parrot Who Talked Too Much" and identify the meaning of idioms, the main idea, and the theme of the text. | smre_pp_00189 |
| | | Students match idioms to their meanings. | smre_ip_00539 |
| | | Students read "United States History" and review their understanding of text structure, idioms, compare and contrast, and paraphrasing information. | smre_pp_00186 |
| | | Students learn how to use the context of a passage to determine the meaning of idioms. | smre_di_00135 |
| | | Students read "Jericho's Pine Seeds" and identify the meaning of idioms. | smre_pp_00185 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
|-------------------------|--|---|----------------|
| 4-5.8.5 | using context, reference materials, and knowledge of English morphology, | | |
| 4-5.8.5.1 | determine the meaning of general academic and content-specific words and phrases in texts about a variety of topics, experiences, or events. | Students build words with prefixes and use knowledge of syntax to complete sentences. | smre_ip_00399 |
| | | Students will learn about adverbs ending in -ly. | smre_di_02333 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02385 |
| | | Students will read the informational text "The Truth About Potatoes" and answer Right There questions, determine the author's purpose, make inferences, and identify adverbs that end in -ly. | smre_itr_02333 |
| | | Students read the informational text, "Surf's Up, California." Students then make generalizations supported by text, determine the author's purpose, distinguish facts from opinions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words. | smre_itr_02385 |
| | | Students learn to use prefixes and base words to identify the meaning of unknown words. | smre_di_00110 |
| | | Students listen to or read the realistic fiction passage "A Little Bit Boring." They use prefixes to identify the meaning of words and they answer questions about characters. | smre_ip_00411 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02385 |
| | | Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives. | smre_itr_02332 |
| | | Students complete sentences using academic vocabulary words. | smre_ip_02382 |
| | | Students learn the meaning of academic vocabulary terms. | smre_di_02382 |
| | | Students listen to or read the nonfiction expository article "Keep It Pumping." They answer literal questions and use affixes and root words to identify the meaning of words in context. | smre_ip_00419 |

| Ohio ELP Standards Code | Ohio Literacy ELP Learning Standards, Grade 4 | SuccessMaker Item Description | Item ID |
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| | | Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson. | smre_pp_02382 |
| | | Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias. | smre_pp_00163 |
| | | Students read "The Lesson Learned" and identify the meaning of prefixes un-, dis-, and non-. | smre_pp_00151 |
| | | Students will underline comparative adjectives and circle superlative adjectives in sentences. | smre_pp_02332 |
| | | Students read the magazine article "Bicycle Safety" and determine the meaning of words with suffixes. | smre_pp_00161 |
| | | Students build words with suffixes. | smre_ip_00540 |
| | | Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes. | smre_pp_00154 |
| | | Students will identify comparative and superlative adjectives. | smre_ip_02332 |
| | | Students will learn about comparative and superlative adjectives. | smre_di_02332 |
| | | Students learn to use suffixes and base words to identify the meaning of unknown words. | smre_di_00118 |
| 4-5.8.5.2 | determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. | Students listen to or read the folktales, "The Greedy Fisherman" and "One Small Gift." Students also answer questions about the theme in each story and determine the meaning of similes and idioms. | smre_ip_00503 |
| | | Students read "Camping With Bigfoot" and identify the literal meanings of figurative phrases. | smre_pp_00211 |
| | | Students listen to or read the poem, "Iggy Gets a Grip." They determine the meaning of similes and idioms, answer literal, "why" and "how" questions, identify cause and effect relationships, and identify characteristics and structural elements of poetry. | smre_ip_00545 |
| | | Students learn to distinguish figurative and literal language. | smre_di_00154 |
| | | Students determine the meaning of similes and idioms. | smre_ip_00534 |

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| | | Students listen to or read the literary text, "A Grand Adventure." Students also distinguish between figurative and literal language, answer literal and inferential questions, and identify the climax of the story. | smre_ip_00550 |
| | | Students read "Spilled the Beans" and determine the meaning of figurative language. | smre_pp_00208 |
| | | Students learn how to determine the meaning of similes and idioms. | smre_di_00149 |
| | | Students read the poem "Nighttime" and identify the use of meter, sensory words, similes, and personification. | smre_pp_00206 |
| | | Students determine the meaning of similes and idioms. | smre_ip_00491 |
| | | Students read the poem, "Pomegranate" and identify the use of rhyme and imagery. They also identify the meaning of similes and idioms. | smre_pp_00205 |
| | | Students read "Time Travel" and review their understanding of elements of plot, setting, and figurative and literal language. | smre_pp_00212 |
| 4-5.9 | create clear and coherent grade-appropriate speech and text. | | |
| 4-5.9.1 | with support (including context and visual aids), and using non-verbal communication, | | |
| 4-5.9.1.1 | communicate simple information about an event or topic with limited control. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |
| 4-5.9.1.2 | use a narrow range of vocabulary and syntactically simple sentences with limited control. | Students identify grade-level content words, using text, image, and audio clues. | smre_ip_00474 |
| | | Students complete sentences, using grade-level content words. | smre_ip_00554 |
| 4-5.9.2 | with support (including visual aids and modeled sentences), | | |
| 4-5.9.2.1 | communicate simple information about a topic with emerging control. | Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson. | smre_pp_02387 |

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| 4-5.9.3 | with support (including modeled sentences), | | |
| 4-5.9.3.4 | use an increasing range of temporal and other linking words (e.g., next, because, and, also) with developing control. | Students learn to identify steps in a process by attending to transitional words such as first, next, and finally. | smre_di_00124 |
| 4-5.10 | make accurate use of standard English to communicate in grade-appropriate speech and writing. | | |
| 4-5.10.1 | with support (including context and visual aids), | | |
| 4-5.10.1.1 | recognize and use a small number of frequently occurring nouns, noun phrases, and verbs | Students will underline verbs in sentences and then determine whether the verbs are past tense, present tense, or future tense. | smre_pp_02331 |
| | | Students will underline common nouns and circle proper nouns in sentences. | smre_pp_02329 |
| | | Students will read the informational text "Let Freedom Ring" and answer Right There questions, identify the correct sequence of events, draw conclusions, identify cause-and-effect relationships, and identify common and proper nouns. | smre_itr_02329 |
| | | Students will learn about common and proper nouns. | smre_di_02329 |
| | | Students will complete sentences using common and proper nouns. | smre_ip_02329 |
| | | Students will learn about verb tenses. | smre_di_02331 |
| 4-5.10.2 | with support (including visual aids and modeled sentences), | | |
| 4-5.10.2.1 | recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions | Students will underline the pronoun(s) in each sentence and then determine whether it is a subject pronoun, an object pronoun, or a possessive pronoun. | smre_pp_02330 |
| | | Students will identify different types of pronouns. | smre_ip_02330 |
| | | Students will learn about adverbs ending in -ly. | smre_di_02333 |
| | | Students will complete sentences using the correct conjunction. | smre_ip_02335 |
| | | Students will learn about prepositions and prepositional phrases. | smre_di_02334 |
| | | Students will circle prepositions and underline prepositional phrases in sentences. | smre_pp_02334 |
| | | Students will circle conjunctions in sentences. | smre_pp_02335 |
| | | Students will learn about conjunctions. | smre_di_02335 |
| | | Students will underline verbs in sentences and then determine whether the verbs are past tense, present tense, or future tense. | smre_pp_02331 |

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| | | Students will underline common nouns and circle proper nouns in sentences. | smre_pp_02329 |
| | | Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases. | smre_itr_02334 |
| | | Students will identify prepositions and prepositional phrases. | smre_ip_02334 |
| | | Students will complete sentences using adverbs that end in -ly. | smre_ip_02333 |
| | | Students will learn about subject/object and possessive pronouns. | smre_di_02330 |
| | | Students will read the informational text "Let Freedom Ring" and answer Right There questions, identify the correct sequence of events, draw conclusions, identify cause-and-effect relationships, and identify common and proper nouns. | smre_itr_02329 |
| | | Students will underline adverbs in sentences. | smre_pp_02333 |
| | | Students will learn about common and proper nouns. | smre_di_02329 |
| | | Students will complete sentences using common and proper nouns. | smre_ip_02329 |
| | | Students will read the informational text "Deborah Sampson: A Revolutionary Woman" and answer Right There questions, identify the correct sequence of events, make inferences, identify cause-and-effect relationships, and identify different types of pronouns. | smre_itr_02330 |
| | | Students will learn about verb tenses. | smre_di_02331 |
| 4-5.10.3 | with support (including modeled sentences), | | |
| 4-5.10.3.3 | use some prepositional phrases | Students will learn about prepositions and prepositional phrases. | smre_di_02334 |
| | | Students will circle prepositions and underline prepositional phrases in sentences. | smre_pp_02334 |
| | | Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases. | smre_itr_02334 |
| | | Students will identify prepositions and prepositional phrases. | smre_ip_02334 |

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| 4-5.10.4 | using context, reference materials, and an increasing knowledge of English morphology, | | |
| 4-5.10.4.3 | use prepositional phrases | Students will learn about prepositions and prepositional phrases. | smre_di_02334 |
| | | Students will circle prepositions and underline prepositional phrases in sentences. | smre_pp_02334 |
| | | Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases. | smre_itr_02334 |
| | | Students will identify prepositions and prepositional phrases. | smre_ip_02334 |
| 4-5.10.5 | using context, reference materials, and knowledge of English morphology, | | |
| 4-5.10.5.3 | use prepositional phrases | Students will learn about prepositions and prepositional phrases. | smre_di_02334 |
| | | Students will circle prepositions and underline prepositional phrases in sentences. | smre_pp_02334 |
| | | Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases. | smre_itr_02334 |
| | | Students will identify prepositions and prepositional phrases. | smre_ip_02334 |