

***We the People:
The Citizen and the Constitution***

Textbook & Program Alignment to the Ohio Academic
Content Standards for English & Language Arts
Grades 3-12

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Elementary School

Writing (Grades 3-4)

Writing Processes

- Determine audience and purpose for self-selected and assigned writing tasks.
- Spend the necessary amount of time to revisit, rework and refine pieces of writing.
- Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices
- Use a variety of resources and reference materials to select more effective vocabulary when editing
- Edit to improve sentence fluency, grammar and usage.
- Apply tools to judge the quality of writing

Writing Applications

- Write informational reports that include facts, details and examples that illustrate an important idea

Writing Conventions

- Write legibly in finished draft
- Spell grade-appropriate words correctly
- Use conventions of punctuation and capitalization in written work
- Use grammatical structures to effectively communicate ideas in writing

Research

- Identify a topic of study, construct questions and determine appropriate sources for gathering information
- Select and summarize important information and sort key findings into categories about a topic
- Communicate findings orally, visually and in writing or through multimedia

Communication: Oral and Visual

- Demonstrate active listening strategies by asking, clarifying questions and responding to questions with appropriate elaboration
- Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
- Organize presentations to provide a beginning
- Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.

Writing (Grades 5)

Writing Process

- Determine audience and purpose for self-selected and assigned writing tasks
- Clarify ideas for writing assignments by using graphics or other organizers
- Use revisions strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices
- Select more effective vocabulary when editing by using a variety of resources and reference materials
- Edit to improve fluency, grammar and usage
- Apply tools to judge the quality of writing

Writing Applications

- Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.

Writing conventions

- Use correct spelling conventions
- Use conventions of punctuation and capitalization in written work
- Use grammatical structures to be effectively communicate ideas in writing

Research

- Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information
- Locate and summarize important information from multiple sources
- Organize information in a systematic way
- Acknowledge quoted and paraphrased information and document sources used
- Communicate findings orally, visually and in writing or through multimedia

Communication: Oral and Visual

- Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media
- Select an organizational strategy appropriate to the topic, audience, setting and purpose

Reading (3-5)

Acquisition of Vocabulary

- Use context clues and text structures to determine the meaning of new vocabulary
- Infer word meaning through identification and analysis of analogies and other word relationships.
- Apply knowledge of connotation and denotation to learn the meanings of words
- Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words
- Use of knowledge of roots and affixes to determine the meanings of complex words

- Use multiple resources to enhance comprehension of vocabulary

Reading Process

- Make meaning through asking and responding to a variety of questions related to text

Reading Applications

- Use text features and graphics to organize analyze and draw inferences from content and to gain additional information
- Recognize the difference between cause and effect and fact and opinion to analyze text
- Explain how ideas connect to each other in a variety of sources
- Identify arguments and persuasive techniques used in informational text
- Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic
- Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text

Middle School

READING

Acquisition of Vocabulary

- Define the meanings of unknown words by using context clues and the author's use of definition, restatement and example (6,7 & 8)
- Apply knowledge of connotation and denotation to determine the meaning of the words (6,7 & 8)
- Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words. (6,7)
- Recognize and use words from other languages that have been adopted into the English language (6,7)
- Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words. (6,7 & 8)
- Identify symbols and acronyms and connect them to whole words (6,7)
- Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (6,7 & 8)

Reading Process

- Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. (6,7)
- Predict or hypothesize as appropriate from information in the text . . . (6,7)
- Make critical comparisons across texts . . . (6,7)
- Summarize the information in texts . . . (6,7)
- Select, create and use graphic organizers to interpret textual information. (6,7)
- Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade appropriate texts (6,7 & 8)
- List questions and search for answers within the text to construct meaning.(6)
- Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions (8)

Reading Applications

- Use text features . . . to locate information (6,7 & 8)
- Analyze examples of cause and effect and fact and opinion (6,7)
- Compare and contrast important details about a topic using different sources of information (6,7)

- Analyze information found in maps, charts, tables, graphs, diagrams and cutaways. (6,7 & 8)
- Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used (6,7 & 8)
- Identify and understand an author's purpose for writing . . . (6,7 & 8)
- Summarize information from informational text . . . (6)
- Compare the treatment, scope and organization of ideas from different texts on the same topic (7,8)
- Analyze an author's argument, perspective or viewpoint and explain the development of key points. (8)

WRITING

Writing Process

- Generate writing ideas through discussion with others and from printed material. (6,7 & 8)
- Conduct background reading, interviews or surveys, when appropriate (6,7 & 8)
- Establish a thesis statement for informational writing (6,7 & 8)
- Determine a purpose and audience (6,7 & 8)
- Use organizational strategies (6,7 & 8)
- Organize writing . . . (6,7 & 8)
- Vary simple, compound and complex sentence structure (6,7 & 8)
- Group related ideas . . . to maintain a consistent focus (6,7 & 8)
- Vary language and style as appropriate to audience and purpose (6,7 & 8)
- Use available technology to compose text (6,7 & 8)
- Reread and analyze clarity of writing (6,7 & 8)
- Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. (6,7 & 8)
- Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning (6,7 & 8)
- Use resources and reference materials to select more effective vocabulary (6,7 & 8)
- Proofread writing, edit to improve conventions and identify and correct fragments and run-ons (6,7 & 8)
- Apply tools to judge the quality of writing (6,7 & 8)

Writing Applications

- Write informational essays or reports, . . .(6,7 & 8)
- Write persuasive essays that establish a clear position and include organized and relevant information to support ideas (6,7 & 8)

Writing Conventions

- Spell frequently misspelled and high-frequency words correctly. (6,7)
- Use commas, end marks, apostrophes and quotations marks correctly (6,7)
- Use semicolons, colons, hyphens, dashes and brackets. (6,7)
- Use correct capitalization (6,7)
- Use all 8 parts of speech . . . (6,7)
- Use verbs . . . (6,7)
- Use nominative, objective, possessive, indefinite and relative pronouns (6,7)
- Use subject verb agreement with collective nouns, . . . (6,7)
- Conjugate regular and irregular verbs in all tenses correctly (7)
- Uses clause and phrases (8)
- Uses parallel structure to present items in a series and item juxtaposed for emphasis. (8)
- Use proper placement of modifiers (8)

Research

- Generate a topic . . . for research and develop a plan for gathering information. (6,7 & 8)
- Identify appropriate sources and gather relevant information from multiple sources (6,7 & 8)
- Identify elements of validity in sources . . . (6,7 & 8)
- Identify important information found in sources and paraphrase the findings in a systematic way (6,7 & 8)
- Compare and contrast important findings and select sources to support central ideas, concepts and themes.(6,7 & 8)
- Use quotations to support ideas (6,7 & 8)
- Use an appropriate form of documentation . . . (6,7 & 8)

Communication: Oral and Visual

- Demonstrate active listening . . . (6,7 & 8)
- Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience (6,7 & 8)
- Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas (6,7 & 8)
- Adjust speaking content and style according to the needs of the situation, setting and audience. (6, 7 & 8)
- Deliver informational presentations . . . (6, 7 & 8)
- Deliver persuasive presentations . . . (6,7 & 8)
- Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. (7 & 8)

High School

Grades 8-10

READING

Acquisition of Vocabulary

- Use context clues and text structures to determine the meaning of new vocabulary
- Apply knowledge of roots and affixes to determine the meanings of complex words.
- Use multiple resources to enhance comprehension of vocabulary.

Reading Process

- Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative, and synthesizing.)

Reading Applications

- Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.
- Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text
- Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas.

WRITING

Writing Processes

- Formulate writing ideas and identify a topic appropriate to the purpose and audience
- Use revision strategies to improve the style, variety of sentence structure, clarity of controlling the idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- Edit to improve sentence fluency, grammar and usage
- Apply tools to judge the quality of writing.

Writing Applications

- Use documented textual evidence to justify interpretations of literature or to support a research topic
- Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.

Writing Conventions

- Use correct spelling convention
- Use correct punctuation
- Demonstrate an understanding of the grammatical conventions of the English language

Research

- Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted
- Compile, organize and evaluate information, take notes and summarize findings
- Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources
- Use style guides to produce oral and written reports that give proper credit for sources
- Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia

Communication

- Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.
- Give informational presentations that present ideas in a logical sequence include relevant facts and details from multiple sources and use a consistent organization structure.
- Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis

Grades 11-12

READING

Acquisition of Vocabulary

- Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.
- Apply knowledge of roots affixes and phrases to aid understanding of content area vocabulary.
- Use multiple resources to enhance comprehension of vocabulary

Reading Process

- Demonstrate comprehension of print and electronic text by responding to questions. (e.g., literal, inferential, evaluative and synthesizing)

Reading Applications

- Analyze the features and structures of documents and critique them for their effectiveness
- Identify and analyze examples of rhetorical devices and valid and invalid inferences.
- Critique the effectiveness and validity of arguments in text whether they achieve the authors purpose
- Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

WRITING

Writing Process

- Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- Select and use an appropriate organizational structure to refine and develop ideas for writing
- Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence, variety, clarity and consistency of writing
- Apply editing strategies to eliminate slang and improve conventions
- Apply tools to judge quality of writing

Writing Applications

- Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstanding and that include formatting techniques that are user friendly.
- Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.

Writing Conventions

- Use correct spelling conventions
- Use correct punctuation and capitalization
- Demonstrate understanding of the grammatical conventions of the English Language

Research

- Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted

- Compile, organize and evaluate information, take notes and summarize findings
- Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources
- Use style guides to produce oral and written reports that give proper credit for sources
- Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia

Communication

- Select and use effective speaking strategies for a variety of audiences, situations and purposes.
- Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.
- Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.