



3-5 HUMANE EDUCATION



OVERVIEW AND OBJECTIVES Grades 3-5

Students will be able to read increasingly complex texts and develop writing skills as they learn about the following:

- the role of animal shelters
- animal communication, language, behavior, and how to approach stray animals or when approached by stray animals
- the importance of spaying and neutering pets
- identify pet hazards, describe dangers, and conduct research to learn how to keep pets safe
- determine the full cost of a pet at adoption, choosing pet care items for their selected pet type, determine cost of selected pet for one year

OHIO READING STANDARDS for Informational Text

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. The requirement that students read increasingly complex texts through the grades implies rigor. Students advancing through the grades should meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

GRADE 3 STUDENTS: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

GRADE 4 STUDENTS: RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE 5 STUDENTS: RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

OHIO WRITING STANDARDS Text Type and Purposes

The following standards for K–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades should meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Both the standards themselves and the collection of annotated student writing samples in Appendix C reflect the expected growth in student writing ability.

GRADE 3 STUDENTS: W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

GRADE 4 STUDENTS: W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

GRADE 5 STUDENTS: W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

OHIO SPEAKING AND LISTENING STANDARDS

The following standards for K–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades should meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

GRADE 3 STUDENTS: SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADE 4 STUDENTS: SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADE 5 STUDENTS: SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

OHIO LANGUAGE STANDARDS

The following standards for grades K–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades should meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

GRADE 3 STUDENTS: L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

GRADE 4 STUDENTS: L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

GRADE 5 STUDENTS: L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.