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| **Step 1****Unit Title: Ohio Study-Goods and Services** |
| **Social Studies Standards** |
| *General Standard* | *Most* | *OACS-E**Complexity* | *Least* |
| SS.3.1 Events in local history can be shown on timelines organized by years, decades and centuries. | SS.3.1a Place a sequence of events or dates on a timeline. | SS.3.1b Place a series of three personal events in chronological order.  | SS.3.1c Identify an event/activity occurring before or after another given activity/event.  |
| * Discuss how events happen in order using a classroom schedule or daily routine (using terms like first, next, last).
* Engage with representations of a person/character at three different ages (ie, child, teenager, adult).
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| SS.3.3 Local communities change over time. | SS.3.3a Describe changes in the community as told by an older relative or friend.  | SS.3.3b Describe changes in the local community (e.g., new stores, houses and other construction).  | SS.3.3c Identify a change within a local community. |
| * Sort representations of local buildings into “then” and “now”, noting differences.
* Engage with representations of local buildings (eg, schools, stores, town hall, Main Street) from multiple time periods.
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| SS.3.4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions. | SS.3.4a Identify north, south, east and west on the compass rose on a map. | SS.3.4b Use a map and map tools (e.g., legend, alphanumeric grid lines) to locate familiar landmarks, streets and other features.  | SS.3.4c Identify a symbol on a simple map.  |
| * Identify familiar places on the classroom emergency exit map.
* Engage with the classroom emergency exit map by traveling the route, or tracing the route on paper, to the nearest emergency exit.
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| SS.3.5 Daily life is influenced in different communities by their agriculture, industry and natural resources. | SS.3.5a Identify different resources in the local community (e.g., natural, economic [businesses that create jobs], and cultural [museums, universities, festivals]). | SS.3.5b Identify the natural resources in Ohio.  | SS.3.5c Identify a natural resource (e.g., soil, water, coal, oil).  |
| * Select from a given set images of products created from trees.
* Engage with representations or samples of observable natural resources (eg., soil, water, trees, rocks).
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| SS.3.6 Evidence of positive and negative human modification of the environment can be observed in the local community.  | SS.3.6a Describe both a positive and negative human change to the local environment.  | SS.3.6b Identify a human change to the local environment and explain why it is positive or negative.  | SS.3.6c Recognize a human change to the local environment (e.g., farmland used for a new subdivision, damming a river to create a lake).  |
| * Create or identify representations (i.e., drawing, coloring, building blocks) of human changes or additions to a field (i.e., housing, shopping center, sports fields).
* Engage with representations of earth movers (i.e., toy bulldozers, dump trucks) to experience how humans can change the physical landscape.
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| SS.3.7 Systems of transportation and communication move people, products and ideas from place to place. | SS.3.7a Identify different types of transportation for products and people.  | SS.3.7b Match methods of transportation with what they typically transport.  | SS.3.7c Identify types of transportation. |
| * Sort models or toys into categories of “land”, “water”, and “air” transportation.
* Engage with models or toys of automobiles, busses, airplanes, ships, trucks, trains, etc.
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| SS.3.10 Individuals make the community a better place by taking action to solve problems in a way that promotes the common good. | SS.3.10a Identify a problem in the community and how you would correct it.  | SS.3.10b Match problems with action pictures that promote the common good.  | SS.3.10c Identify individuals in the community who solve problems (e.g., firefighter puts out fires, doctor helps the ill).  |
| * Match images of community members to images of the problems they solve (e.g., firefighter and a fire).
* Engage with representations of community members responsible for solving problems (e.g., firefighters, police officers, custodians, veterinarian).
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| SS.3.13 The structure of local governments may differ from one community to another. | SS.3.13a Compare two types of local government structures that are different (e.g., municipal, county, township, special).  | SS.3.13b Identify two types of local government structures that are different (e.g., municipal, county, township, special).  | SS.3.13c Identify one type of local government structure (e.g., municipal, county, township, special). |
| * Match representations of specific settings with the leaders in those settings.
* Understand that there are specific rules and leaders in different settings.
* Engage with leaders or representations of leaders within the school community.
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| SS.3.15 Both positive and negative incentives affect individuals’ choices and behaviors.  | SS.3.15a Compare positive and negative cause and effect of a behavior (e.g., late library book versus reward for chore).  | SS.3.15b Categorize examples of positive and negative incentives that affect a person’s choice.  | SS.3.15c Identify a positive or negative outcome of a choice or behavior. |
| * Identify negative consequences (classroom disincentives) that are the result of a given behavior.
* Identify positive consequences (classroom rewards) that are the result of a given behavior.
* Engage with representations of positive outcomes in place for the classroom or school-wide behavioral supports system (i.e., certificate, sticker, chart, bulletin board).
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| SS.3.16 Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.  | SS.3.16a Explain the “opportunity cost” when choosing which item or items to purchase.(e.g., Buy 3 of an item or just 1 of an item).  | SS.3.16b Identify what is gained as a result of choosing not to make a purchase. | SS.3.16c Identify what is gained as the result of a purchasing decision. |
| * Exchange one thing for another.
* Engage during purchase making.
* Engage in choice making.
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| SS.3.17 A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services. | SS.3.17a Given a product or service, identify both the producer and potential consumer (e.g., corn produced by farmers and consumed by biofuels, grocery retailers, animals).  | SS.3.17b Identify consumers for products or services (e.g., power plant would be a consumer of coal). | SS.3.17c Match goods or services to the producer (e.g., corn to a farmer, bread to a baker, mail to a postmaster).  |
| * Identify the people who provide goods and services in the school (such as cafeteria staff, custodian).
* Engage with representations of goods (such as a notebook, crayons) that students use in the classroom.
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| SS.3.18 A market is where buyers and sellers exchange goods and services. | SS.3.18a Describe the different things you can do in a market (e.g., buy products, ask questions, look at different products, make returns).  | SS.3.18b. Match goods/services to markets (e.g., gas to a gas station, bread to the grocery store, haircut to a barber).  | SS.3.18c Identify places to buy things in the community (e.g., markets).  |
| * Identify where a desired item could be purchased.
* Select items that are needed or wanted.
* Virtually or physically visit locations where specific items can be purchased.
* Engage with items that can be purchased at a specific location.
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| SS.3.19 Making decisions involves weighing costs and benefits.  | SS.3.19a Identify negative consequences of not having a job.  | SS.3.19b Identify positive consequences of having a job.  | SS.3.19c Identify something a person gets as a result of completing a job or chore (e.g., money, stickers, candy).  |
| * Discuss how a student decides whether to complete a task by weighing costs and benefits.
* Identify the benefits of completing a task in the classroom or school community.
* Engage in the efforts and benefits of a token economy.
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| SS.3.20 A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.  | SS.3.20a Identify examples of income (money you make) and expenses (what you spend money on).  | SS.3.20b Make a choice of an item to purchase that fits into a budget.  | SS.3.20c Match specific items to their estimated cost (e.g., ).  |
| * Define budget as a plan of how to spend an estimated income (money you earn) within a given amount of time.
* Match specific item to its cost.
* Engage with tasks involving money.
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| SS.4.5 The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.  | SS.4.5a Describe one right that the Northwest Ordinance incorporated (e.g., freedom of religion, a ban on slavery, trial by jury, Indians treated in good faith). | SS.4.5b Identify a state created by the Northwest Ordinance.  | SS.4.5c Identify Ohio as the state in which you live. |
| * Understand that the Northwest Ordinance put in place protections including freedom of religion and trial by jury.
* Understand that there is a process for territories to become states.
* Locate the states created by the Northwest Ordinance on a map of the United States.
* Engage with a map showing the Northwest Territory on a map of the US or North America.
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| SS.4.8 Many technological innovations that originated in Ohio benefited the United States. | SS.4.8a Describe one or more technological innovations in transportation which originated in Ohio.  | SS.4.8b Identify a technological innovation that originated in Ohio.  | SS.4.8c Identify a technological innovation that allows work or play after dark.  |
| * Match inventions with their benefits.
* Engage with images of inventions that originated in Ohio (e.g., light bulbs, traffic light, phonographs)
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| SS.4.9 A map scale and intermediate cardinal directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. | SS.4.9a Describe different purposes of maps.  | SS.4.9b Identify physical characteristics on a map or globe (e.g., land, water, mountains).  | SS.4.9c Locate basic features on a map or globe (e.g., ocean, land). |
| * Use a compass rose to describe relative location (i.e., Lake Erie is north of Cleveland).
* Understand that the scale on a map helps users determine true distance. • Identify the different features of maps that make them useful for different purposes.
* Identify possible uses for maps or models (ie, navigation, weather forecasting).
* Locate different features on a map (e.g., land, water, and mountains).
* Recognize that a map or model represents a real place.
* Engage with different types of maps.
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| SS.4.10 The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. | SS.4.10a Describe how one natural resource from Ohio benefits other states.  | SS.4.10b Sort items from Ohio into groups (e.g., agriculture, industry, natural resources).  | SS.4.10c Identify natural resources in Ohio (e.g., soil, water, coal, oil).  |
| * Define industry as the process of converting raw materials into consumer products.
* Define agriculture as the process of growing crops and raising livestock for profit.
* Recognize land, trees, minerals and water as some of Ohio’s natural resources.
* Using a map of the United States, locate Ohio as being in a central location with access to waterways (e.g., Lake Erie, Ohio River).
* Engage with images of Ohio agriculture, industry and natural resources (e.g., factories, farms, coal, water).
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| SS.4.11 The regions of the United States known as the North, South and West developed in the early 1800s largely due to their physical environments and economies. | SS.4.11a Identify one region of the United States in the 1800s and one characteristic of that region.  | SS.4.11b Identify Ohio as part of the Western region and name one characteristic of Ohio’s economy in the 1800s (e.g., timber, rich farmland, minerals).  | SS.4.11c Match economies to regions of the United States in the 1800s (e.g., North— Manufacturing economy, South— Plantation economy, West— raw material economy).  |
| * Identify physical characteristics of the regions in the North, South and West using pictures or other representations (plains, mountains, bodies of water, forest).
* Recognize regional economic characteristics and their relation to the differing physical environments.
* Define regions as geographic areas having definable characteristics but not always fixed boundaries.
* Engage with images of common life in the 1800s in the North (manufacturing), the South (large farms), and West (forests).
* Engage with a map that shows the regions of the United States in the early 1800s.
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| SS.4.12 People have modified the environment throughout history, resulting in both positive and negative consequences in Ohio and the United States.  | SS.4.12a Describe the positive and negative consequences of modifying the environment in Ohio.  | SS.4.12b Identify the results (negative and/or positive) of using tools to modify the environment (e.g., buildings, parking lots, water pipes, railroads, roads, bridges).  | SS.4.12c Match a tool used to modify the environment that resulted in a positive change (e.g., bulldozer moves dirt to build a park).  |
| * Understand that the consequences of modifying the environment may be positive for some and negative for others.
* Match the consequences - both positive and negative to a given modification (e.g., roads provide faster transportation but destroy animal habitats)
* Recognize that modifications to the environment are physical changes to the environment created or caused by human actions.
* Engage with representations of people modifying the environment using tools (i.e., shoveling, paving, bulldozing).
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| SS.4.14 Ohio’s location and its transportation systems continue to influence the movement of people, products and ideas in the United States. | SS.4.14a Explain how Ohio’s transportation systems have influenced the movement of people.  | SS.4.14b Identify different types of transportation that move people and products from Ohio to other locations within the United States.  | SS.4.14c Identify modes of transportation in Ohio over time.  |
| * Place images of modes of transportation in chronological order on a timeline.
* Using a map of the United States, locate Ohio as being in a central location with access to waterways (e.g., lakes, rivers, canals), interstate highways and rail systems.
* Identify the states bordering Ohio.
* Engage with transportation maps of Ohio and the United States.
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| SS.4.20 Tables and charts organized in a variety of formats can help individuals to understand information and issues.  | SS.4.20a Interpret information from a table or chart.  | SS.4.20b Compare multiple (more than two) amounts using a bar graph or frequency table (e.g., tally chart).  | SS.4.20c Compare two items on a bar graph to determine which is more/less.  |
| * Describe the information that is presented on a given table or chart.
* Locate the title of a table or chart.
* Understand that tables display information using a series of rows and columns with the resulting cells used to present data.
* Understand that charts portray information in various formats and combinations of formats including pictures, diagrams and graphs.
* Engage with images of tables and charts.
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| SS.4.21 Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.  | SS.4.21a Describe how a business can compete with other producers (e.g., two fast food companies).  | SS.4.21b Describe why one would start a business.  | SS.4.21c Identify a business.  |
| * Define an entrepreneur as an individual who organizes the use of productive resources to produce products/goods or services.
* Understand that entrepreneurs are willing to take risks to identify and develop new products or start a new business.
* Understand that productive resources (i.e., natural resources, human resources and capital goods) are the resources used to make products/goods and services.
* Engage with images of local business owners or nationally-known entrepreneurs like Bill Gates.
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| SS.4.22 Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income.  | SS.4.22a Describe one way to reduce spending.  | SS.4.22b Describe how saving money can be beneficial.  | SS.4.22c State one way to save money.  |
| * Discuss the benefits of saving money, such as meeting financial goals (like buying a bike).
* State a reason why someone saves money.
* Engage with money or representations of money.
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| **Science Standards** |
| *General Standard* | *Most* | *Complexity* | *Least* |
| 4.PS.2 Energy can be transferred from one location to another or can be transformed from one form to another. Energy transfers from hot objects to cold objects as heat, resulting in a temperature change. Electric circuits require a complete loop of conducting materials through which an electrical energy can be transferred. Electrical energy in circuits can be transformed to other forms of energy, including light, heat, sound, and motion. Electricity and magnetism are closely related.  | 4.PS.2.a1 Sort objects by whether or not they transfer energy. 4.PS.2.a2 Describe how one form of energy is transformed to another form.  | 4.PS.2.b1 Identify examples of how different types of energy may be transferred or how different types of energy may not be transferred.4.PS.2.b2 Demonstrate how energy can be transformed.  | 4.PS.2.c1 Identify an example of energy transfer (e.g., the handle of a pot on the stove may become hot to the touch, showing transfer of thermal energy from the pot to your hand). 4.PS.2.c2 Identify an example of how a type of energy can transform to another type of energy (e.g., electricity transforms to light energy when a lamp is turned on).  |
| * Demonstrate how an electromagnet shows that electricity causes a magnetic field.
* Demonstrate how a complete electric circuit can cause an energy transformation (e.g., light a bulb, ring a buzzer).
* Identify that some materials transfer electrical energy better than others (e.g., copper versus rubber).
* Recognize that a complete loop is need for electric energy to flow in a circuit.
* Design a way to determine which materials will keep a drink hot or cold the longest.
* Identify that some materials transfer heat energy more easily than others (e.g., styrofoam versus metal).
* Identify examples of energy transfers and energy transformations (e.g., watch a machine or video where energy transfers are occurring such as a Rube Goldberg device and identify locations where energy is transferred or transformed).
* Identify that energy can change from one form to another (e.g, measure the temperature of a substance (water, air) before and after the sun shines on it and identify that light energy has changed to heat).
* Identify that energy can move from place to place. (e.g. measure the temperature of hot water as it cools on a tabletop and identify that heat is leaving the water and entering the air). Note: Forms of energy are introduced in 3.PS.3.
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| **Math Standards** |
| *General Standard* | *Most* | *Complexity* | *Least* |
| 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  | 3.OA.9a Identify and explain arithmetic patterns in a number chart or addition and multiplication tables.  | 3.OA.9b Identify arithmetic patterns in a number chart, or addition and multiplication tables. | 3.OA.9c Use odd or even numbers to identify/make a pattern using repeated addition within a 100s chart. |
| * Identify the numerals 1-20 on a 100s chart. • Know the word names for the numbers 1-100.
* Count from 1-100.
* Write numerals from 0 to 20.
* Represent a number of objects with a written numeral 0-20.
* Count the number of objects up to 20.
* Skip count by 2s and 5s up to 20 using a physical objects and visual models.
* Repeatedly add the same number using physical objects and visual models.
* Relate counting to addition by counting on 2 to add 2 or 5 to add 5.

Engagement Statements *(demonstration of engaged in the topic)** Interact with physical objects (blocks) or drawings (may include 100s chart) representing whole numbers within 20.
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| 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  | 3.NBT.2a Add and subtract within 500 using strategies based on place value, and the relationship between addition and subtraction (no calculator).  | 3.NBT.2b Add and subtract within 100 using strategies based on place value, and the relationship between addition and subtraction (no calculator). | 3.NBT.2c Add and subtract within 20 using strategies based on place value, and the relationship between addition and subtraction (no calculator, but could include concrete objects or number charts).  |
| * Represent a number with a set of physical objects or a drawing.
* Understand addition is the combining of two (or more) sets of objects.
* Understand subtraction is taking away of one amount of objects from another.
* Understand that addition and subtraction are opposites.
* Know the symbols for addition (+), subtraction, (–), and equals (=).
* Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.
* Add and subtract within 10 using strategies. Strategies may include:
	+ Counting on
	+ Making ten (8 + 6 = 8 + 2 + 4 = 10 + 4 = 14)
	+ Decomposing a number leading to a ten (13 − 4 = 13 − 3 − 1 = 10 − 1 = 9)
	+ Using the relationship between addition and subtraction; knowing that 8 + 4 = 12, one knows 12 − 8 = 4 and
	+ Creating equivalent but easier or known sums (adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Engagement Statements *(demonstration of engaged in the topic)* * Interact with physical objects (blocks) or drawings (may include 100s chart) representing whole numbers within 20.
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| 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10–90, e.g., 9 × 80, 5 × 60, using strategies based on place value and properties of operations.  | 3.NBT.3a Multiply one-digit whole numbers by multiples of 10 using visual and/or physical representation.  | 3.NBT.3b Multiply one-digit whole numbers by 10 (e.g., 3 × 10 = 30).  | 3.NBT.3c When shown a number sentence of one digit whole number multiplied by 10, match the product to the number sentence when shown 2 possible products (e.g., 5x10= 50 or 80). |
| * Count to 10.
* Count to 10 using objects.
* Create multiple groups of 10 using objects.
* Repeatedly add groups of 10 using physical objects.
* Relate counting to addition by counting on 10 to add 10.
* Know the symbols for multiplication (×) and equals (=).
* Relate multiplication to repeated addition by writing a number sentence.
* Represent a number with a set of physical objects or a drawing.

Engagement Statements *(demonstration of engaged in the topic)* * Interact with physical objects (blocks) or drawings (100s chart or multiplication chart)
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| 3.NF.1 Understand a fraction 1 /b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a /b as the quantity formed by a parts of size 1 /b. | 3.NF.1a Match fractions with their model (limit to fractions with denominators of 2, 3, 4, 6, 8). | 3.NF.1b Match fractions with their model (limit to 1 /3, 2 /3, ¼, ½, and 3 /4). | 3.NF.1c Identify a unit fraction (1 /4 or ½) as part of a whole when shown as a physical and/or visual representation.  |
| * Identify a whole partitioned into 2 or 4 equal shares.
* Describe the equal shares of a whole as halves or fourths, or half of or a fourth of.
* Describe the whole as two halves or four fourths.

Engagement Statements *(demonstration of engaged in the topic)* * Interact with fraction models.
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| 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. **a.** Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. **b.** Recognize and generate simple equivalent fractions, e.g., 1 /2 = 2 /4, 4 /6 = 2 /3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. **c.** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3 /1; recognize that 6 /1 = 6; locate 4 /4 and 1 at the same point of a number line diagram. **d.** Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.  | 3.NF.3a Use a visual fraction model to identify greater than, less than, and equal to when comparing 2 fractions.  | 3.NF.3b Use visual fraction models to identify equivalent fractions with denominators of 2, 4, 6, and 8.  | 3.NF.3c Identify equivalent fractions of ½ and ¼ when represented with visual fraction models (e.g. matching model of ½ and 2/4 on a number line). |
| * Identify the same sized whole partitioned into 2 and 4 equal shares.
* Describe the equal shares of a whole as one half of or two fourths of.
* Describe the whole as two halves or four fourths.

Engagement Statements *(demonstration of engaged in the topic)** Interact with area (rectangles) and length (number lines) fraction models.
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| 3.MD.1 Work with time and money. **a.** Tell and write time to the nearest minute. Measure time intervals in minutes (within 90 minutes). Solve real-world problems involving addition and subtraction of time intervals (elapsed time) in minutes, e.g., by representing the problem on a number line diagram or clock.**b.** Solve word problems by adding and subtracting within 1,000, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the $ and ₵ symbol appropriately (not including decimal notation).  | 3.MD.1a1 Tell time to the nearest 15 minutes on an analog clock. AND 3.MD.1a2 Name and/or identify equivalent combinations of coins and/or bills.  | 3.MD.1b1 Tell time to the nearest 30 minutes on an analog clock. AND 3.MD.1b2 Identify, name, and state value for all coins and bills (coins: pennies, nickels, dimes, quarters; bills: $1, $5, $10, $20).  | 3.MD.1c1 Tell time to the nearest hour on an analog clock. AND 3.MD.1c2 Identify and name all coins and bills.  |
| * Count to 12.
* Tell time using a digital clock.
* Know the meaning of the hour and the minute hands on an analog clock.
* Count to 12 using an analog clock.
* Read the hour hand on an analog clock at different times of a day.
* Describe differences between U.S. coins.
* Describe differences between U.S. bills.
* Find numerals on U.S. bills ($1, $5, and $10).

Engagement Statements *(demonstration of engaged in the topic)* * Interact with a clock and U.S. currency (pennies, nickels, dimes, quarters, $1, $5, and $10).
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| 3.MD.3 Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step “how many more” and “how many less” problems using information presented in the scaled graphs. For example, create a bar graph in which each square in the bar graph might represent 5 pets, then determine how many more/less in two given categories.  | 3.MD.3a Create scaled bar (or picture) graph from given or collected data sets and interpret the graph, including solving 1-step (e.g., “how many more” “how many less” problems).  | 3.MD.3b Identify quantities from a picture or bar graph (e.g., in a class graph representing pets, represent 4 cats with 4 blocks or 4 cat pictures and 2 hamsters with 2 blocks or pictures).  | 3.MD.3c Sort data on a bar graph (e.g., weather– sunny, cloudy, rainy, snowy)  |
| * Classify objects into categories.
* Count the number of objects in each category.
* Sort U.S. currency by coins (pennies, nickels, dimes, quarters) or bills ($1, $5, $10).
* Create a bar graph with a scale of 1 by stacking physical objects.

Engagement Statements *(demonstration of engaged in the topic)** Interact with a bar graph.
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| 4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | 4.OA.3a Determine the operation and correctly solve one-step word problems with remainders when given visual and/or physical representations (whole numbers within 1,000).  | 4.OA.3b Determine the operation(s) and correctly solve two-step word problems, without remainders, when given visual and/or physical representations (whole numbers; sums to 100).  | 4.OA.3c Solve a one-step word problem using a given visual and/or physical model (whole numbers; sums to 30; factors of 1s, 2s, 5s, and 10s). |
| * Identify a number sentence.
* Count the number of objects in an array.
* Recognize the symbols for addition (+), subtraction, (–), multiplication (×), division (÷), and equals (=).
* Read and interpret a traditional one-step number sentence (2 × 3 = ).
* Relate a picture or objects to a number sentence.
* Know that a symbol can represent a missing value.
* Count to 30. • Count physical objects up to 30.
* Identify groups of blocks 2s, 5s, and 10s.
* Build groups of blocks into rows and columns (arrays). • Count the number of blocks in a given array.
* Build an array and count the number of blocks.
* Identify the number of blocks in each row and each column.
* Match an array to its factors.

Engagement Statements *(demonstration of engaged in the topic)** Interact with physical objects (blocks) or drawings representing addition, subtraction, or multiplication word problems.
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| 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.  | 4.OA.5a Given a rule for a pattern and its visual and/or physical representation, extend the pattern or identify or exclude objects or numbers that don’t fit the rule of the pattern from physical and/or visual representations.  | 4.OA.5b Extend a shape or number pattern up to five terms given physical and/or visual representations.  | 4.OA.5c Extend a shape pattern two terms using a visual or physical representation (manipulatives). |
| * Create a two-dimensional shape using triangles, rectangles, or squares when given physical objects such as pattern blocks.
* Create a two-dimensional shape using triangles, rectangles, or squares.
* Compose a larger two-dimensional shape from an original two-dimensional using triangles, rectangles, or squares when given physical objects such as pattern blocks.
* Match a given pattern composed triangles, rectangles, or squares.
* Identify the differences between an initial shape and its grown shape.
* Larger or smaller
* Colors of shapes
* Orientations
* Specific additions of shapes

Engagement Statements *(demonstration of engaged in the topic)* * Interact with physical objects (blocks) or drawings.
 |
| 4.NBT.2 Read and write multi-digit whole numbers using standard form, word form, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. | 4.NBT.2a1 Use place value knowledge to compare 2 numbers using >, =, and < symbols along with physical and/or visual representations (whole numbers 1– 10,000). 4.NBT.2a2 Read and write numbers up to 10,000 in standard and expanded form.  | 4.NBT.2b1 Use place value knowledge to compare 2 numbers using >, <, = symbols along with physical and/or visual representations (whole numbers 1– 1000). 4.NBT.2b2 Given a number in standard form or word form, write the number in expanded form. For example, 206 = 200 + 6 (whole numbers 1–1000).  | 4.NBT.2c Match the word form or standard form of two-digit whole numbers with physical and/or visual representations of objects and place values. For example, “25” or the word “twentyfive” is matched to a set of 25 objects and/or 2 tens and 5 ones cubes (whole numbers to 99). |
| * Recognize the numerals from 1 to 100.
* Represent numbers from 1 to 100 using physical objects.
* Know the word names for the numbers 1-100.
* Write numerals from 0 to 100.
* Explore place value tools.
	+ Base-10 blocks
	+ Place value chart
	+ 100’s chart
	+ Cuisenaire rods
	+ Unifix cubes
* Distribute objects into groups of tens and ones.
* Record the number of tens and ones in a group of objects or drawings.
* Understand that the two digits of a two-digit number represent amounts of tens and ones.
* Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten;”
* Understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
	+ Identify the location of the ones and tens on a place value chart.
* Recognize the standard form of a number when given the word name.

Engagement Statements *(demonstration of engaged in the topic)* * Interact with physical objects (blocks) or drawings.
 |
| 4.NBT.4 Fluently add and subtract multi-digit whole numbers using a standard algorithm. | 4.NBT.4a Add and subtract (with regrouping) 3-digit whole numbers using place value strategies and/or physical or visual representations (sums within 10,000).  | 4.NBT.4b Add and subtract up to two 3-digit whole numbers using place value strategies and/or physical or visual representations (including: adding two 2-digit whole numbers whose sums are less than 100 and may require regrouping; and adding two 3- digit numbers without regrouping whose sums are less than 1000; subtraction of two 2-digit or two 3-digit numbers without regrouping).  | 4.NBT.4c Add and subtract whole numbers using place value strategies and/or physical or visual representations. (Including sums of three one-digit whole numbers within 30, sums of 1-digit and 2-digit whole numbers with regrouping allowed in ones, and sums of two 2- digit whole numbers whose sums are within 100 without regrouping; subtraction of up to two 2-digit numbers without regrouping whose sums are within 100). |
| * Represent a number with a set of physical objects or a drawing.
* Understand addition is the combining of two (or more) sets of objects.
* Understand subtraction is taking away of one amount of objects from another.
* Understand that addition and subtraction are opposites.
* Know the symbols for addition (+), subtraction, (– ), and equals (=).
* Add and subtract within 20 using strategies. Strategies may include:
	+ Counting on
	+ Making ten (8 + 6 = 8 + 2 + 4 = 10 + 4 = 14)
	+ Decomposing a number leading to a ten (13 − 4 = 13 − 3 − 1 = 10 − 1 = 9)
	+ Using the relationship between addition and subtraction; knowing that 8 + 4 = 12, one knows 12 − 8 = 4 and
	+ Creating equivalent but easier or known sums (adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Engagement Statements *(demonstration of engaged in the topic)* * Interact with physical objects (blocks) or drawings (may include 100s chart) representing whole numbers within 30.
 |
| 4.NF.6 Use decimal notation for fractions with denominators of 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.  | 4.NF.6a Rewrite a fraction with a denominator of 100 as a decimal using place value visual and/or physical representations. For example, rewrite 62/100 as 0.62.  | 4.NF.6b Rewrite a fraction with a denominator of 10 as a decimal. For example, rewrite 2/10 as 0.2 using place value, physical and/or visual representations.  | 4.NF.6c Match a collection of pennies or dimes to the visual model of the decimal. AND Select the decimal that represents a visual and/or physical model for a collection of pennies or dimes.  |
| * Understand content from 4.NF.5 prior to beginning instruction on 4.NF.6.
* Explore place values using place value models. (pennies and dimes)
* Recognize pennies and dimes.
* Know the names and values of pennies and dimes.
* Know the symbols for dollars ($), cents (₵), and decimal point (.). Record the value of a collection of pennies using dollar or cent notation.

Engagement Statements *(demonstration of engaged in the topic)* * Interact with pennies and dimes.
 |
| 4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. | 4.NF.7a Compare two decimals using place value models and the <, >, and = symbols (limit to tenths with tenths and hundredths to hundredths, includes whole numbers to tens).  | 4.NF.7b Compare two decimals using place value models and the <, >, and = symbols (limit to tenths with tenths and hundredths to hundredths, no whole numbers).  | 4.NF.7c Identify the tenths and hundredths place on a place value chart and in a given decimal using physical or visual representations.  |
| * Understand content from 4.NF.5-6 prior to beginning instruction on 4.NF.7.
* Explore place values using place value chart.
* Recognize the word names for tenths and hundredths.
* Know the symbol for decimal point (.).
* Understand the location of the decimal point on a place value chart.
* Recognize the value of a decimal in hundredths using a place value chart.
* Use language of tenths and hundredths in real world contexts.

Engagement Statements *(demonstration of engaged in the topic)* * Interact with place value chart.
 |
| 4.MD.2 Solve real-world problems involving money, time, and metric measurement. **a.** Using models, add and subtract money and express the answer in decimal notation. b. Using number line diagrams, clocks, or other models, add and subtract intervals of time in hours and minutes. c. Add, subtract, and multiply whole numbers to solve metric measurement problems involving distances, liquid volumes, and masses of objects.  | 4.MD.2a1 Solve real-world problems involving addition or subtraction of coins and bills using visual and/or physical representations (limit amounts to less than $100). AND 4.MD.2a2 Solve word problems involving addition and subtraction of time intervals in 15 minutes with visual and/or physical representations. AND 4.MD.2a3 Solve real-world problems involving mass or volume by selecting appropriate operations with physical and/or visual representations. | 4.MD.2b1 Solve real-world problems with addition of collections of coins or bills with visual and/or physical representations (limit amounts to less than $50). AND 4.MD.2b2 Solve word problems involving addition of time intervals of 30 minutes with visual and/or physical representations. AND 4.MD.2b3 Solve real-world problems by measuring liquid volumes and masses of objects using standard units of measure with physical and/or visual representations. | 4.MD.2c1 Identify the value of all coins. Find the total of a collection of all pennies or all dimes or all nickels. AND4.MD.2c2 Solve word problems involving addition of time intervals of one hour with visual and/or physical representation. AND 4.MD.2c3 Solve real-world problems by selecting the appropriate tool to measure metric volume or mass with visual and physical representations. |
| * Understand content from 4.NF.5-7 before beginning instruction with pennies, nickels, and dimes.
* Understand content from 4.MD.2 before beginning instruction on 4.MD.3c.
* Explore place values using place value models. (pennies, nickels, and dimes)
* Recognize pennies, nickels, and dimes.
* Describe differences between U.S. coins.
* Know the names and values of pennies, nickels, and dimes.
* Know the symbols for dollars ($), cents (₵), and decimal point (.).
* Record the value of a collection of pennies, nickels, or dimes using dollar or cent notation.
* Relate counting to 12 to telling time on an analog clock.
* Tell time using a digital clock.
* Read the hour hand on an analog clock at different times of a day.
* Know the meaning of the hour and the minute hands on an analog clock.
* Use different types of scales to measure mass of objects in kilograms and grams.
* Use different types of containers to measure volume of liquids in liters.

Engagement Statements *(demonstration of engaged in the topic)* * Interact with pennies and dimes.
* Interact with analog clocks.
* Interact with measurement tools for volume and mass.
 |
| 4.MD.4 Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade. | 4.MD.4a Interpret data from a given line, picture, or bar graph to solve a multi-step problem (limit to whole numbers).  | 4.MD.4b Interpret data represented in a graph by solving one-step “how many more” and “how many less” problems (limit to whole numbers).  | 4.MD.4c Given a bar or picture graph, build a graph based on student sorted data. For example, votes for 4 different candidates or weather types, or occurrences of event or behavior. |
| * Classify objects into categories.
* Count the number of objects in each category.
* Create a bar graph or picture graph with a scale of 1 by stacking physical objects.

Engagement Statements *(demonstration of engaged in the topic)* * Interact with a bar graph or picture graph.
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| **Step 2** |
| **Learning Activities List** | **Matching SCI/SS & MATH/ELA Standards****(from above and below)** |
| Mapping: world, North America, United States, Ohio, town/county, home address, map scale, key, political and physical maps, alpha-numeric gridlines | SS.3.4, SS.4.9, 3.NF.1, 3.NF.3, L.3.4, SS.4.11, RI.3.4 and RI.4.4, RI.3.7 |
| Study of Ohio: Bird, tree, flower, history of Richland County, tables and charts, local governments,Northwest Ordinance-becoming a state/year, etc.*Book: B is for Buckeye (*RI.4.1) | **SS.3.3**, **SS.3.6**, **SS.4.20**, **SS.4.14**, **SS.4.12**, **SS.4.8**, **SS.3.13, 3.MD.3**, **4.MD.4, 3.OA.9**, **3.NBT.2**, **3.NBT.3**, **4.OA.5**, **RL.3.1,** **RI.3.1**, **RI.3.3**, **W.3.8**, **W.3.4,** **SL.3.3**, **SL.3.1**, **L.3.4,** SS.4.5, RI.4.1, RI.3.7, RI.4.5, SL.4.1  |
| 50 States within the US: find on map, capital, goods and services, supply/demand, scarcity, travel, tables and charts* new vocabulary (RI.3.4, L.4.4 and RI.4.4)
* agriculture (SS.3.5, SS.4.10)
* natural resources (SS.4.10 in Ohio)
* renewable/non-renewable resources: energy, water,
* production of goods within Ohio and the US: entrepreneurs
* consumers across the US and globe
* costs and benefits
* services:

\*transportation (SS.3.7)\*communication\*energy (4.PS.2)Goods and Services Economics <https://youtu.be/MlkoZfzlfxo>  | SS.4.10, SS.4.20, 4.PS.2, SS.4.21, SS.4.14, SS.4.12, SS.3.18, SS.4.8, SS.3.17, SS.3.16, SS.3.15, SS.3.10, 3.MD.3, 4.MD.4, 3.OA.9, 3.NBT.2, 3.NBT.3, 3.NF.1, 3.NF.3, 3.MD.1, 4.OA.3, 4.OA.5, 4.NBT.2, 4.NBT.4, 4.MD.2, L.3.4, SS.3.5, SS.3.7, SS.4.10, SS.4.21, SS.4.11, RI.3.4 and RI.4.4, RI.4.3, SL.4.1, L.4.4 |
| The history of Ohio and the development and population of the US over time using tables and charts* Northwest ordinance
* costs and benefits
* Ohio inventors and innovation
* scarcity
* solving problems for the common good
 | SS.3.1, SS.3.5, SS.3.7, SS.4.20, SS.4.5, SS.3.19, SS.4.11, SS.4.8, SS.3.16, SS.3.15, SS.3.10, 3.MD.3, 4.MD.4, 3.OA.9, 3.NBT.2, 3.NBT.3, 3.NF.1, 3.NF.3, 3.MD.1, 4.OA.3, 4.OA.5, 4.NBT.2, 4.NBT.4 , 4.MD.2, L.3.4, SS.4.11, RI.3.7, RI.4.3, RI.4.5, SL.4.1  |
| Study of Money* identify coins and bills
* identify money amount in total
* count by 1’s, 5’s, 10’s and 25’s to 100
* buying/consumer and selling/producer
* market (exchange of goods and services)
* personal finance: budget, wants vs. needs
* costs and benefits
* entrepreneurs (SS.4.21)
* new vocabulary (RI.3.4, L.4.4 and RI.4.4)
 | **SS.3.18**, **SS.4.20**, **3.OA.9**, **SS.4.22**, **SS.3.20**, **SS.3.19,** **SS.3.17**, **SS.3.16,** **SS.3.15**, **SS.3.10**, **3.NBT.2**, **3.NBT.3**, **3.NF.1**, **3.NF.3**, **3.MD.1**, **4.OA.3**, **4.OA.5,** **4.NBT.2,** **4.NBT.4**, **4.NF.6**, **4.NF.7**, **4.MD.2**, **L.3.4, SL.3.3,** SS.4.21, RI.3.4 and RI.4.4, SL.4.1, L.4.4  |
| Local governments?* school
* community
* state
 | 3.MD.3? |

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| **Step 3:**Based on the Activity List select and cite Math and Language Arts Standards  |
| **English Language Arts Standards** |
| **General Standard** | **Most** | **Complexity** | **Least** |
| RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | RL.3.1a Answer literal questions including details from the text. | RL.3.1b Answer literal questions to show understanding of the text. | RL.3.1c Identify one or more key details within a given text. |
| • Identify a story element (character or setting)• Participate in a discussion about a story• Listen to a story read aloud• Actively engage with a literary text. |
| RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | RI.3.1a Answer literal questions including details from the text. | RI.3.1b Answer literal questions to show understanding of the text. | RL.3.1c Identify one or more key details within a given text. |
| • Participate in a discussion about the information in a text.• Listen to an informational text read aloud• Actively engage in during Q and A |
| RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | RI.3.3a Describe a cause/effect relationship between two events or steps in a process in a text. | RI.3.3b Identify the chronology of a series of steps or events described in scientific text. | RI.3.3c Identify the sequence of steps or events described in a text (e.g., first, middle, last). |
| • Identify the steps or events in a text.• listen to an informational text read aloud• identify steps or events in daily life• Actively engage with an informational text that contains a series of events or steps indirections. |
| RI.3.4 and RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grades 3 and 4 topic or subject area. | RI.3.4a Identify themeaning of a wordbased on how it isused in the textrelevant to a grade3 topic or subjectarea.RI.4.4a Identify themeaning of a wordbased on how it isused in textrelevant to a grade4 topic or subjectarea. | RI.3.4b Match aword to its correctmeaning based onhow it is used in the text relevant to a grade 3 topic orsubject area.RI.4.4b Identify themeanings of wordsbased on how theyare used in the text. | RI.3.4c Match pictures or objects to words based on how they are used in the text.RI.4.4c Identify themeanings of gradelevel words. |
| • Match pictures or objects representing the meaning of academic or domain-specific words used in a text• Match pictures or objects to words.• Identify academic or domain-specific words used in a text• Identify words used in a text.• Actively engage with subject specific vocabulary• Actively engage with objects or images representing academic and domain specific words from an informational text |
| RI.3.7 Use information gained from illustrations (e.g., maps,photographs) and the words in atext to demonstrate understandingof the text (e.g., where, when, why,and how key events occur). | RI.3.7a Describehow an illustrationexplains information fromthe text (e.g.,where, when, why,and how key events occur). | RI.3.7b Describe anillustration from the text that answers aquestion about atext. | RI.3.7c Matchexcerpts from textto illustrations.Identify anillustration(e.g., map, chart, answers a questionabout a text. |
| • Identify illustrations with a text.• Recognize the difference between illustrations and print in a text.• Actively engage with maps, pictures of illustrations within an informational text |
| W.3.4 With guidance and support from adults, produce writing inwhich the development and organization are appropriate to taskand purpose. | W.3.4a Withguidance andsupport fromadults, compose atopic sentencewith two or moresupporting detailsentences specificto a task andpurpose. | W.3.4b Withguidance andsupport from adults,produce a topicsentence for a taskor purpose. | W.3.4c Withguidance andsupport from adults,produce ideas forwriting a textspecific to a taskand purpose. |
| • Communicate meaning that can be translated into text.• Communicate about a specific topic• Actively engage with a communication partner |
| W.3.8 and W.4.8 Recall information fromexperiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (4th) and categorize information and provide a list of sources. | W.3.8a Recallinformation from personalexperiences,select informationfrom print or digital sources, andorganize it intoprovidedcategories.W.4.8a Sortinformationselected frompersonalexperiences orprint/digitalsources intoprovided categories. | W.3.8b Selectinformation from print or digitalsources andorganize it intoprovidedcategories.W.4.8b Generate alist of sources tosupport a topic orpersonalexperience. | W.3.8c Sortprovided evidence into provided categories (i.e.,food, habitat, clothing, etc.).W.4.8c Recallinformation frompersonalexperiences. |
| • Organize (time order or categorize) notes and/or pictures from personal experience.• Capture notes or pictures from personal experiences.• Recall/communicate information that can be translated into notes.• Select evidence that matches a provided category.• Communicate about a prior experience• Identify a personal experience.• Actively participate in personal experiences.• Actively engage with a communication partner• Engage with people, tools, etc. during personal experiences or events. |
| SL.3.3 Ask and answer questionsabout information presented by aspeaker, offering appropriateelaboration and detail. | SL.3.3a Ask andanswer a questionabout informationpresented by aspeaker, offeringan appropriatedetail. | SL.3.3b Ask aquestion related tothe informationpresented by aspeaker. | SL.3.3c Answer aquestion aboutinformationpresented by aspeaker. |
| • Identify information presented by a speaker.• Identify the speaker.• Demonstrate engagement while listening to a speaker |
| SL.3.1 Engage effectively in arange of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partnerson grade 3 topics and texts, buildingon others’ ideas and expressingtheir own clearly.a. Come to discussions prepared,having read or studied requiredmaterial; explicitly draw on thatpreparation and other informationknown about the topic to exploreideas under discussion.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and textsunder discussion).c. Ask questions to check understanding of informationpresented, stay on topic, and linktheir comments to the remarks ofothers.d. Explain their own ideas andunderstanding in light of thediscussion. | SL.3.1a Engage indiscussions withothers by askingand answeringquestions byfollowing agreed uponrules fordiscussions (i.e.,personal space,eye contact, voicevolume, bodylanguage, etc.) ongrade 3 topics andtexts. | SL.3.1b Engage indiscussions withothers byansweringquestions and byfollowing agreed uponrules fordiscussions(i.e., personalspace, eye contact,voice volume, bodylanguage, etc.) ongrade 3 topics andtexts. | SL.3.1c Engage indiscussions withothers by followingagreed-upon rulesfor discussions (i.e.,personal space,eye contact, voicevolume, bodylanguage, etc.) ongrade 3 topics andtexts. |
| • Communicate with others.• Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, etc.)• Identify rules for discussion.• Engage with communication partner. |
| L.3.4 Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content,choosing flexibly from a range of strategies.a. Use sentence-level context as a clue to the meaning of a word orphrase.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,agreeable/disagreeable,comfortable/uncomfortable, care/careless, heat/preheat).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).d. Use glossaries or beginning dictionaries, both print and digital, todetermine or clarify the precise meaning of key words and phrases. | L.3.4a Identify themeaning of a wordor phrase basedon how it is used. | L.3.4b Identify aword to its correctmeaning based onhow it is used. | L.3.4c Select apicture or objectthat matches themeaning of a word. |
| • Identify a picture or object that matches the meaning of a word• Identify word origin of unknown word using dictionary resources• Identify preffixes, suffixes within unknown word• Identify morphemes within unknown word• Identify the root word within an unknown word• Identify syllables within an unknown word• Recognize alphabetical order• Actively engage in word study• Engage in the sharing of grade-level text containing unknown words |
| RI.4.1 Refer to details and examples in a text when explainingwhat the text says explicitly andwhen drawing inferences from thetext. | RI.4.1a Answerquestions that mayrequire inferencesabout events andinformation in atext. | RI.4.1b Identifydetails from a textwhen answeringquestions. | RI.4.1c Answerquestions based ondetails from a text. |
| • identify details from an informational text• participate in a discussion about the text• listen to or read informational text• Actively engage with informational text |
| RI.4.3 Explain events, procedures,ideas, or concepts in a historical,scientific, or technical text, includingwhat happened and why, based onspecific information in the text. | RI.4.3a Explainone event,procedure, idea, or concept usingdetails from thetext. | RI.4.3b Sequencetwo events, ideas,or steps in text. | RI.4.3c Identifywhether a specificevent or step in a process occurrednear the beginningor end. |
| • Identify a set of steps or sequence of events in a text• Listen to or read informational text• Follow a sequence of given steps to complete a task• Identify events in daily life that require a sequence of steps• Order a sequence of steps/events from beginning to end• Identify one of the steps/events within a specific procedure (task analysis, scientific method, historical sequence)• Actively engage with informational text |
| RI.4.5 Describe the overall structure(e.g., chronology, comparison,cause/effect, problem/solution) ofevents, ideas, concepts, or information in a text or part of a text. | RI.4.5a Identify theoverall structure(e.g., chronology,comparison,cause/effect,problem/solution)of events, ideas,concepts, orinformation in atext. | RI.4.5b Identify theoverall structure(e.g., chronology,comparison,cause/effect,problem/solution) ofevents, ideas,concepts, orinformation in partof a text. | RI.4.5c Identifyevents, ideas,concepts, orinformation in a textor part of a text. |
| • Identify ideas or information from an informational text• Identify events in an informational text• Communicate about a specific informational text• Communicate ideas• Actively engage with informational text |
| RI.4.7 Interpret informationpresented visually, orally, orquantitatively (e.g., charts, graphs,diagrams, time lines, animations, orinteractive elements on web pages)and explain how the informationcontributes to an understanding ofthe text in which it appears. | RI.4.7a Explainhow informationpresented visually,orally, orquantitativelysupports theunderstanding ofthe information inthe text. | RI.4.7b Identify themeaning ofinformationpresented visually,orally, orquantitatively in atext. | RI.4.7c Identifyillustrations (e.g.,maps, charts,photographs) thatcontribute to themeaning of the text. |
| • identify illustrations within a text• recognize the difference between illustrations and print in a text• Actively engage with informational text |
| SL.4.1 Engage effectively in arange of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, buildingon others’ ideas and expressingtheir own clearly.a. Come to discussions prepared,having read or studied requiredmaterial; explicitly draw on thatpreparation and other informationknown about the topic to exploreideas under discussion.b. Follow agreed-upon rules fordiscussions and carry out assignedroles.c. Pose and respond to specificquestions to clarify or follow up oninformation, and make comments | SL.4.1a Engage indiscussions withothers by askingand answeringquestions by following agreedupon rules for discussions(i.e., personalspace, eye contact, voicevolume, body language, active listening, turntaking to share responses, etc.)on grade 4 topicsand texts. | SL.4.1b Engage indiscussions withothers byresponding toquestions asked byfollowing agreeduponrules fordiscussions(i.e., personalspace, eye contact,voice volume, bodylanguage, activelistening, turntakingto shareresponses, etc.) ongrade 4 topics andtexts. | SL.4.1c Engage indiscussions withothers by followingagreed-upon rulesfor discussions(i.e., personalspace, eye contact,voice volume, bodylanguage, activelistening, etc.) ongrade 4 topics andtexts. |
| • Communicate with diverse partners.• Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.)• Identify rules for discussion. (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.)• Participate during 1:1, small group and whole group discussions.• Engage during small group and whole group discussions. (active listening)• Engage with communication partner. |
| L.4.4 Determine or clarify themeaning of unknown and multiplemeaningwords and phrases basedon grade 4 reading and content,choosing flexibly from a range ofstrategies.a. Use context (e.g., definitions,examples, or restatements in text)as a clue to the meaning of a wordor phrase.b. Use common, grade-appropriateGreek and Latin affixes and roots asclues to the meaning of a word(e.g., telegraph, photograph,autograph).c. Consult reference materials (e.g.,dictionaries, glossaries,thesauruses), both print and digital,to find the pronunciation anddetermine or clarify the precisemeaning of key words and phrases. | L.4.4a Identify themeaning of a wordor phrase basedon how it is used. | L.4.4b Connect themeaning of a wordto a sentence- orparagraph-levelcontext. | L.4.4c Connect aword to its correctmeaning. |
| • Identify a picture or object that matches the meaning of a word.• Match the meanings with Greek and Latin affixes and roots.• Identify Greek and Latin affixes and roots.• Identify preffixes, suffixes within unknown word.• Identify morphemes within unknown word.• Identify the root word within an unknown word.• Identify syllables within an unknown word.• Recognize onset and rime of an unknown word.• Use skills with ABC order and onset rime skills to access print and digital word specific reference materials.• Recognize alphabetical order.• Actively engage in word study.• Engage in the sharing of grade-level text containing unknown words. |
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| **Step 4** **Add ELA and Math standards to the Learning Activities List** |

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| **Step 5** |
| **Activity Timeline** (*Order activities from Learning Activities List above)***Week 1:** Interacting with and learning about maps & Math Economics**Week 2:** Study of Ohio & Math Economics**Week 3:** Study of Ohio - Make Ohio books & Math Economics**Week 4:** Ohio and the 50 states: Goods and Services -Economics & Math Economics**Week 5:** Ohio and the 50 states: Goods and Services -Economics & Math Economics**Week 6:** Ohio and the 50 states: Goods and Services -Economics & Math Economics**Week 7:** History of Ohio**Week 8:** **Week 9:** | **Website Resources** |