# Ohio's Learning Standards /
# Ohio Department of Education

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# Ohio's Learning Standards / Ohio Department of Education

## Kindergarten

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# COMPUTER SCIENCE - Kindergarten

**Computing Systems**

**Topic 2: Hardware and software**

Code: CS.HS.K.a

Standard: With guidance and support, identify and use hardware and software necessary for accomplishing a task

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Data and Analysis**

**Topic 1: Data collection and storage**

Code: DA.DCS.K.a

Standard: Identify data to collect and sort.

https://www.ashaware.com/subjects/Numbers/LearningNum.html

**Algorithmic Thinking and Programming**

**Topic 2: Variables and data representation**

Code: ATP.VDR.K.a

Standard: Recognize that a group of items (e.g., numbers, symbols or pictures) can be used to represent data.

https://www.ashaware.com/subjects/Numbers/LearningNum.html

**Impacts of Computing**

**Topic 1: Culture**

Code: IC.Cu.K.a

Standard: With guidance and support, identify technologies that impact one's own everyday life.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

# ENGLISH LANGUAGE ARTS - Kindergarten

**Reading standards for literature**

Code    Standard

RL.K.1   With prompting and support, ask and answer questions about key details in a text.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RL.K.2   With prompting and support, retell familiar stories, including key details.

https://www.ashaware.com/subjects/Library/library-details.html

RL.K.3   With prompting and support, identify characters, settings, and major events in a story.

https://www.ashaware.com/subjects/Library/library-details.html

RL.K.4   Ask and answer questions about unknown words in a text.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RL.K.5   Recognize common types of texts (e.g., storybooks, poems).

https://www.ashaware.com/subjects/Library/library-details.html

RL.K.6   With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

https://www.ashaware.com/subjects/Library/library-details.html

RL.K. 7   With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

https://www.ashaware.com/subjects/Library/library-details.html

RL.K. 9   With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
https://www.ashaware.com/subjects/Library/library-details.html

RL.K.10   Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

**Reading standards for information text**

Code     Standard

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RI.K.2   With prompting and support, identify the main topic and retell key details of a text.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RI.K.3   With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RI.K.4   With prompting and support, ask and answer questions about unknown words in a text.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RI.K.5   Identify the front cover, back cover, and title page of a book.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RI.K.6   Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RI.K.7   With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

https://www.ashaware.com/subjects/Library/library-details.html

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

https://www.ashaware.com/subjects/Library/library-details.html

RI.K.10 Actively engage in group reading activities with purpose and understanding.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

**Reading standards for foundational skills**

Code    Standard

RF.K.1   Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Library/library-details.html

RF.K.3   Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

RF.K.4 Read emergent-reader texts with purpose and understanding.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

**Speaking and listening standards**

Code    Standard

SL.K.1   Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

SL.K.2  Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

**Language standards**

Code    Standard

L.K.1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Print many upper- and lowercase letters.
Use frequently occurring nouns and verbs.
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
Produce and expand complete sentences in shared language activities.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Library/library-details.html

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Library/library-details.html

## FINE ARTS - Kindergarten

**FINE ARTS: DRAMA**
**Creating (CE)**

2CE    Listen to stories, myths and fairy tales from various time periods and cultures and describe the storyline.

https://www.ashaware.com/subjects/Library/library-details.html

**Responding (RE)**

3RE    Describe a character's feelings in stories and make comparisons to people and events in their own lives.

**FINE ARTS: MUSIC**
3CE  Listen to and explore the music of various styles, composers, periods and cultures.

https://www.ashaware.com/subjects/Music/music-details.html

1RE  Share ideas about musical selections of various and contrasting styles, composers and musical periods.
https://www.ashaware.com/subjects/Music/music-details.html
5RE  Identify and discuss various uses of music in the United States and the various meanings of the term "musician."

https://www.ashaware.com/subjects/Music/music-details.html

MP.2  Reason abstractly and quantitatively.
Younger students begin to recognize that a number represents a specific quantity. Then, they connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. For example, a student may write the numeral 11 to represent an amount of objects counted, select the correct number card 17 to follow 16 on a calendar, or build two piles of counters to compare the numbers 5 and 8. In addition, kindergarten students begin to draw pictures, manipulate objects, or use diagrams or charts to express quantitative ideas. Students need to be encouraged to answer questions such as "How do you know?", which reinforces their reasoning and understanding and helps student develop mathematical language.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

MP.7   Look for and make use of structure.
Younger students begin to discern a pattern or structure in the number system. For instance, students recognize that $3 + 2 = 5$ and $2 + 3 = 5$. Students use counting strategies, such as counting on, counting all, or taking away, to build fluency with facts to 5. Students notice the written pattern in the "teen" numbers—that the numbers start with 1 (representing 1 ten) and end with the number of additional ones. Teachers might ask, "What do you notice when ___?"

https://www.ashaware.com/subjects/Numbers/numbers-details.html

MP.8 Look for and express regularity in repeated reasoning.

In the early grades, students notice repetitive actions in counting, computations, and mathematical tasks. For example, the next number in a counting sequence is 1 more when counting by ones and 10 more when counting by tens (or 1 more group of 10). Students should be encouraged to answer questions such as, "What would happen if ___?" and "There are 8 crayons in the box. Some are red and some are blue. How many of each could there be?" Kindergarten students realize 8 crayons could include 4 of each color ($8 = 4 + 4$), 5 of one color and 3 of another ($8 = 5 + 3$), and so on. For each solution, students repeatedly engage in the process of finding two numbers to join together to equal 8.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

**Counting and Cardinality**

**Know number names and the count sequence.**

K.CC.3 Write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

https://www.ashaware.com/subjects/Numbers/numbers-details.html

**Count to tell the number of objects.**

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality using a variety of objects including pennies.

a. When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

K.CC.6 Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

K.CC.7 Compare (without using inequality symbols) two numbers between 0 and 10 when presented as written numerals.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

**Operations and Algebraic Thinking**

**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

K.OA.1
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal
explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This
applies wherever drawings are mentioned in the Standards.)

https://www.ashaware.com/subjects/Numbers/numbers-details.html

K.OA.2 Solve addition and subtraction problems (written or oral) and add and subtract within 10 by using objects or drawings to represent the
problem.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

K.OA.3
Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects

and, when appropriate, drawings or equations. K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the
given number, e.g., by using objects or drawings, and record the answer with a drawing or, when appropriate, an equation.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

K.OA.5  Fluently add and subtract within 5.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

K.MD.2  Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference. For example, directly compare the heights of two children, and describe one child as taller/shorter.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

**Classify objects and count the number of objects in each category.**

K.MD.3  Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The number of objects in each category should be less than or equal to ten. Counting and sorting coins should be limited to pennies.
https://www.ashaware.com/subjects/Numbers/numbers-details.html

# SOCIAL STUDIES - Kindergarten

**History Strand**

**Heritage**
3 Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

Geography Strand

6 Models and maps represent real places.

https://www.ashaware.com/subjects/Geography/geography-details.html

**Information and Communications Technology**

**Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task.**

K-2.ICT.1.a. Develop basic skills for using digital learning tools and resources to accomplish a defined task.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.1.b. With guidance, identify a goal and determine how digital learning tools can help accomplish that goal.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Topic 2: Use digital learning tools and resources to locate, evaluate and use information.**

K-2.ICT.2.a. Develop basic skills for locating information using digital learning tools and resources.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.2.b. Identify main ideas and details in information found with digital learning tools and resources.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html
**Topic 3: Use digital learning tools and resources to construct knowledge.**

K-2.ICT.3.a. Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.3.b. Use visuals found in digital learning tools and resources to clarify and add to knowledge.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.3.c. Collect, record and organize observations and data during student explorations using digital learning tools and resources.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.3.d. With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Society and Technology**

## Topic 3: Explain how technology, society and the individual impact one another.

K-2.ST.3.b. Identify examples of how technology innovations/inventions can have multiple applications.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

## WORLD LANGUAGES AND CULTURES - Kindergarten

**Interpretive literacy (E.INT-LIT)**

Use Resources Appropriately:  Use digital and cultural resources appropriately.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Interpersonal literacy (E.INP-LIT)**

Use Resources Appropriately:  Use digital and cultural resources appropriately.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Presentational literacy (E.P-LIT)**

Use Resources Appropriately:  Use digital and cultural resources appropriately.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

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## First Grade

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# COMPUTER SCIENCE - First Grade

**Topic 2: Hardware and software**

Code: CS.HS.1.a

Standard: With guidance and support, identify and use hardware and software necessary for accomplishing a task

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Networks and the Internet**

NI.N.1.b Recognize that computing devices can be connected to retrieve information from the global community.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Data and Analysis**

**Topic 1: Data collection and storage**

Code: DA.DCS.1.a

Standard: Identify data to collect and sort.

https://www.ashaware.com/subjects/Numbers/LearningNum.html

**Algorithmic Thinking and Programming**

**Topic 2: Variables and data representation**

ATP.VDR.1.a    Categorize a group of items (e.g., numbers, symbols or pictures) based on the attributes or actions of each item, with or without a computing device.

https://www.ashaware.com/subjects/Numbers/LearningNum.html

**Impacts of Computing**

**Topic 1: Culture**

Code        Standard

IC.Cu.1.a    Discuss different technologies and their impact on everyday life.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

# ENGLISH LANGUAGE ARTS - First Grade

**Reading standards for literature**

Code    Standard

RL.1.1   Ask and answer questions about key details in a text.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RL.1.2    Analyze literary text development.
        a. Demonstrate understanding of the lesson.
        b. Retell stories, including key details.

https://www.ashaware.com/subjects/Library/library-details.html

RL.1.3 Describe characters, settings, and major events in a story, using key details.

https://www.ashaware.com/subjects/Library/library-details.html

**Craft and structure**

RL.1.4    Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

https://www.ashaware.com/subjects/Library/library-details.html

RL.1.6    Identify who is telling the story at various points in a text.

https://www.ashaware.com/subjects/Library/library-details.html

**Integration of knowledge or ideas**

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

https://www.ashaware.com/subjects/Library/library-details.html

 RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

https://www.ashaware.com/subjects/Library/library-details.html

**Reading standards for information text**

**Key ideas and details**

Code     Standard

RI.1.1    Ask and answer questions about key details in a text.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html


RI.1.2   Analyze informational text development.
         a. Identify the main topic.
         b. Retell key details of a text

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html


RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

**Craft and structure**

RI.1.4   Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html


RI.1.6    Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

**Integration of knowledge and ideas**

RI.1.7 Use the illustrations and details in a text to describe its key ideas.
https://www.ashaware.com/subjects/Library/library-details.html


RI.1.8 Identify the reasons an author gives to support points in a text

https://www.ashaware.com/subjects/Library/library-details.html

**Range of reading and level of text complexity**

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

https://www.ashaware.com/subjects/Alphabet/Learning.html


**Reading standards for foundational skills**

**Print concepts**

Code    Standard

RF.1.1   Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Library/library-details.html


RF.K.3   Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

RF.K.4 Read emergent-reader texts with purpose and understanding.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html


**Speaking and listening standards**

**Comprehension and collaboration**

Code    Standard

SL.1.1   Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
        a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
        b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
        c. Ask questions to clear up any confusion about the topics and texts under discussion.
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).
https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

**Language standards**

Code    Standard

L.1.1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Print all upper- and lowercase letters.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

L.1.6    Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Library/library-details.html

## FINE ARTS: - First Grade

**FINE ARTS: DRAMA**

**Creating (CE)**

1CE   Retell the beginning, middle and ending of stories in proper sequence.
https://www.ashaware.com/subjects/Library/library-details.html


2CE   Identify the characters, time, place and major events in stories.
https://www.ashaware.com/subjects/Library/library-details.html

**Responding (RE)**

4RE   Describe the consequences of a character's decisions and actions in a story or play.
https://www.ashaware.com/subjects/Library/library-details.html

5RE   Describe characters in stories and tell how they are similar to or different from themselves.
https://www.ashaware.com/subjects/Library/library-details.html

MP.4 Model with mathematics

In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. First grade students model real-life mathematical situations with a number sentence or an equation and check to make sure equations accurately match the problem context. Students use concrete models and pictorial representations while solving tasks and also write an equation to model problem situations. For example, to solve the problem, "There are 11 bananas on the counter. If you eat 4 bananas, how many are left?" students could write the equation $11 - 4 = 7$. Students also create a story context for an equation such as $13 - 7 = 6$.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

MP.5   Use appropriate tools strategically
In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders decide it might be best to use colored chips to model an addition problem. In first grade students use tools such as counters, place value (base ten) blocks, hundreds number boards, number lines, concrete geometric shapes (e.g., pattern blocks, 3-dimensional solids), and virtual representations to support conceptual understanding and mathematical thinking. Students determine which tools are the most appropriate to use. For example, when solving $12 + 8 = \leq$, students explain why place value blocks are more appropriate than counters.

https://www.ashaware.com/subjects/Numbers/numbers-details.html

MP.7 Look for and make use of structure.
First graders begin to discern a pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$. While solving addition problems, students begin to recognize the commutative property, for example $7 + 4 = 11$, and $4 + 7 = 11$. While decomposing two-digit numbers, students realize that any two-digit number can be broken up into tens and ones, e.g. $35 = 30 + 5$, $76 = 70 + 6$. Grade one students make use of structure when they work with subtraction as a missing addend problem, such as $13 - 7 = \leq$ can be written as $7 + \leq = 13$ and can be thought of as how much more do I need to add to 7 to get to 13?
https://www.ashaware.com/subjects/Numbers/numbers-details.html

MP.8 Look for and express regularity in repeated reasoning.

Grade one students begin to look for regularity in problem structures when solving mathematical tasks. For example, students add three one-digit numbers by using strategies such as "make a ten" or doubles. Students recognize when and how to use strategies to solve similar problems. For example, when evaluating $8 + 7 + 2$, a student may say, "I know that 8 and 2 equals 10, then I add 7 to get to 17. It helps if I can make a 10 out of two numbers when I start." Students use repeated reasoning while solving a task with multiple correct answers. For example, solve the problem, "There are 12 crayons in the box. Some are red and some are blue. How many of each could there be?" Students use repeated reasoning to find pairs of numbers that add up to 12 (e.g., the 12 crayons could include 6 of each color ($6 + 6 = 12$), 7 of one color and 5 of another ($7 + 5 = 12$), etc.)

https://www.ashaware.com/subjects/Numbers/numbers-details.html

**Operations and Algebraic Thinking**

**Represent and solve problems involving addition and subtraction.**

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
https://www.ashaware.com/subjects/Numbers/numbers-details.html

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
https://www.ashaware.com/subjects/Numbers/numbers-details.html

**Understand and apply properties of operations and the relationship between addition and subtraction.**

1.OA.3 Apply properties of operations as strategies to add and subtract. For example, if $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (Commutative Property of Addition); to add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative Property of Addition). Students need not use formal terms for these properties.
https://www.ashaware.com/subjects/Numbers/numbers-details.html

1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
https://www.ashaware.com/subjects/Numbers/numbers-details.html

## SOCIAL STUDIES - First Grade

**History Strand**

**Historical thinking and skills**

2 Photographs, letters, artifacts and books can be used to learn about the past.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

**Geography Strand**

**Spatial thinking and skills**

4 Maps can be used to locate and identify places.

https://www.ashaware.com/subjects/Geography/geography-details.html

**Information and Communications Technology**

**Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task.**

K-2.ICT.1.a. Develop basic skills for using digital learning tools and resources to accomplish a defined task.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.1.b. With guidance, identify a goal and determine how digital learning tools can help accomplish that goal.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Topic 2: Use digital learning tools and resources to locate, evaluate and use information.**

K-2.ICT.2.a. Develop basic skills for locating information using digital learning tools and resources.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.2.b. Identify main ideas and details in information found with digital learning tools and resources.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Topic 3: Use digital learning tools and resources to construct knowledge.**

K-2.ICT.3.a. Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.3.b. Use visuals found in digital learning tools and resources to clarify and add to knowledge.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.3.c. Collect, record and organize observations and data during student explorations using digital learning tools and resources.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.3.d. With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Society and Technology**

## Topic 3: Explain how technology, society and the individual impact one another.

K-2.ST.3.b. Identify examples of how technology innovations/inventions can have multiple applications.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

## WORLD LANGUAGES AND CULTURES – First Grade

**Interpretive literacy (E.INT-LIT)**

Use Resources Appropriately:  Use digital and cultural resources appropriately.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html


**Interpersonal literacy (E.INP-LIT)**

Use Resources Appropriately:  Use digital and cultural resources appropriately.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

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# Ohio Department of Education

## Second Grade

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# COMPUTER SCIENCE - Second Grade

**Computing Systems**

**Topic 2: Hardware and software**

CS.HS.2.a   Select and use hardware and software necessary for accomplishing a task.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Networks and the Internet**

NI.N.2.b Recognize that computing devices can be connected to retrieve information from the global community.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html


**Data and Analysis**

**Topic 1: Data collection and storage**

DA.DCS.2.a     Collect and organize data to store, retrieve and modify

https://www.ashaware.com/subjects/Numbers/LearningNum.html


**Impacts of Computing**

**Topic 1: Culture**

Code           Standard

IC.Cu.2.a    Compare and contrast how the use of technology has changed to understand its impact on everyday life.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

# ENGLISH LANGUAGE ARTS - Second Grade

**Reading standards for literature**

Code    Standard

RL.2.1   Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RL.2.2    Analyze literary text development.
        a. Demonstrate understanding of the lesson.
        b. Retell stories, including key details.

https://www.ashaware.com/subjects/Library/library-details.html

RL.2.3   Describe how characters in a story respond to major events and challenges.

https://www.ashaware.com/subjects/Library/library-details.html

**Craft and structure**

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

https://www.ashaware.com/subjects/Library/library-details.html

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
https://www.ashaware.com/subjects/Library/library-details.html

RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

https://www.ashaware.com/subjects/Library/library-details.html

**Integration of knowledge or ideas**

RL.2.7   Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

https://www.ashaware.com/subjects/Library/library-details.html

**Reading standards for information text**

**Craft and structure**
RI.2.6   Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
https://www.ashaware.com/subjects/Library/library-details.html

**Integration of knowledge and ideas**

RI.2.8   Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
https://www.ashaware.com/subjects/Library/library-details.html

**Range of reading and level of text complexity**

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

https://www.ashaware.com/subjects/Library/library-details.html

**Key ideas and details**

Code     Standard

RI.2.1    Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RL.2.2    Analyze literary text development.
a. Determine the lesson or moral.
b. Retell stories, including fables and folktales from diverse cultures.

https://www.ashaware.com/subjects/Library/library-details.html

RL.2.3    Describe how characters in a story respond to major events and challenges.

https://www.ashaware.com/subjects/Library/library-details.html

**Craft and structure**

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
https://www.ashaware.com/subjects/Library/library-details.html

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
https://www.ashaware.com/subjects/Library/library-details.html

RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.
https://www.ashaware.com/subjects/Library/library-details.html

**Integration of knowledge and ideas**

RL.2.7    Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

https://www.ashaware.com/subjects/Library/library-details.html

**Range of reading and level of text complexity**

RL.2.7    Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
https://www.ashaware.com/subjects/Library/library-details.html

**Speaking and Listening Standards**

**Comprehension and collaboration**

SL.2.1   Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
a. 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 texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
https://www.ashaware.com/subjects/Library/library-details.html

SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
https://www.ashaware.com/subjects/Library/library-details.html

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

https://www.ashaware.com/subjects/Library/library-details.html

**Vocabulary acquisition and use**

L.2.6   Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

https://www.ashaware.com/subjects/Library/library-details.html

## FINE ARTS: - Second Grade

**FINE ARTS: DRAMA**

**Creating (CE)**

1CE   Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.
https://www.ashaware.com/subjects/Library/library-details.html


2CE   Identify the theme of stories or dramatic and theatrical works.
https://www.ashaware.com/subjects/Library/library-details.html


**FINE ARTS: MUSIC**

**Creating (CE)**

3CE Listen to and identify music of various styles, composers, periods and cultures.

**https://www.ashaware.com/subjects/Music/music-details.html**

5CE Explore selected musical instruments visually and aurally.

**https://www.ashaware.com/subjects/Music/music-details.html**

## SOCIAL STUDIES - Second Grade

**History Strand**

Heritage

3 Science and technology have changed daily life.
https://www.ashaware.com/subjects/Library/library-details.html

4 Biographies can show how peoples' actions have shaped the world in which we live.

https://www.ashaware.com/subjects/Library/library-details.html

**Geography Strand**

**Spatial thinking and skills**

5 Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.

https://www.ashaware.com/subjects/Geography/geography-details.html

**Information and Communications Technology**

**Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task.**

K-2.ICT.1.a. Develop basic skills for using digital learning tools and resources to accomplish a defined task.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.1.b. With guidance, identify a goal and determine how digital learning tools can help accomplish that goal.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Topic 2: Use digital learning tools and resources to locate, evaluate and use information.**

K-2.ICT.2.a. Develop basic skills for locating information using digital learning tools and resources.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.2.b. Identify main ideas and details in information found with digital learning tools and resources.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Topic 3: Use digital learning tools and resources to construct knowledge.**

K-2.ICT.3.a. Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.3.b. Use visuals found in digital learning tools and resources to clarify and add to knowledge.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.3.c. Collect, record and organize observations and data during student explorations using digital learning tools and resources.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

K-2.ICT.3.d. With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Society and Technology**

## Topic 3: Explain how technology, society and the individual impact one another.

K-2.ST.3.b. Identify examples of how technology innovations/inventions can have multiple applications.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

## WORLD LANGUAGES AND CULTURES – Second Grade

**Interpretive literacy (E.INT-LIT)**

Use Resources Appropriately:  Use digital and cultural resources appropriately.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Interpersonal literacy (E.INP-LIT)**

Use Resources Appropriately:  Use digital and cultural resources appropriately.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Presentational literacy (E.P-LIT)**

Use Resources Appropriately Use digital and cultural resources appropriately.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

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## Third Grade

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# COMPUTER SCIENCE - Third Grade

**Computing Systems**

**Topic 2: Hardware and software**

CS.HS.3.a   Identify and use digital learning tools/devices to support planning, implementing and reflecting upon a defined task.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Networks and the Internet**

NI.N.3.b Recognize that computing devices can be connected to retrieve information from the global community.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Data and Analysis**

**Topic 1: Data collection and storage**

DA.DCS.3.a     Collect and organize data to store, retrieve and modify

https://www.ashaware.com/subjects/Numbers/LearningNum.html

**Impacts of Computing**

**Topic 1: Culture**

Code          Standard

IC.Cu.3.a   Compare and contrast how the use of technology has changed to understand its impact on everyday life.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

# ENGLISH LANGUAGE ARTS - Third Grade

**Reading standards for literature**

Code    Standard

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

https://www.ashaware.com/subjects/Alphabet/Learning.html

https://www.ashaware.com/subjects/Library/library-details.html

RL.3.2    Analyze literary text development.
        a. Demonstrate understanding of the lesson.
        b. Retell stories, including key details.

https://www.ashaware.com/subjects/Library/library-details.html

RL.3.3   Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

https://www.ashaware.com/subjects/Library/library-details.html

**Craft and structure**

RL.3.4    Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

https://www.ashaware.com/subjects/Library/library-details.html

RL.3.5    Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 https://www.ashaware.com/subjects/Library/library-details.html

RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.

https://www.ashaware.com/subjects/Library/library-details.html

**Integration of knowledge or ideas**

RL.3.7    Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).

https://www.ashaware.com/subjects/Library/library-details.html

**Reading standards for information text**

**Craft and structure**
RI.3.6 Distinguish their own perspective from that of the author of a text.
 https://www.ashaware.com/subjects/Library/library-details.html

**Integration of knowledge and ideas**

RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.
https://www.ashaware.com/subjects/Library/library-details.html

**Range of reading and level of text complexity**

RI.3.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

https://www.ashaware.com/subjects/Library/library-details.html

**Key ideas and details**

Code    Standard

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

https://www.ashaware.com/subjects/Library/library-details.html

RL.3.2    Analyze literary text development.
a. Determine the lesson or moral.
b. Retell stories, including fables and folktales from diverse cultures.

https://www.ashaware.com/subjects/Library/library-details.html

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.

https://www.ashaware.com/subjects/Library/library-details.html

**Craft and structure**

RI.3.6 Distinguish their own perspective from that of the author of a text.

https://www.ashaware.com/subjects/Library/library-details.html

**Integration of knowledge and ideas**

RI.3.7    Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Range of reading and level of text complexity**

RI.3.10    By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
https://www.ashaware.com/subjects/Library/library-details.html

**Speaking and Listening Standards**

**Comprehension and collaboration**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas 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 texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion
https://www.ashaware.com/subjects/Library/library-details.html

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.
https://www.ashaware.com/subjects/Library/library-details.html

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

https://www.ashaware.com/subjects/Library/library-details.html

**FINE ARTS: - Third Grade**

**FINE ARTS: DRAMA**

**Perceiving / Knowing (PE)**

1PE Identify the plot and retell the sequence of events in a story, play or theatre experience.
https://www.ashaware.com/subjects/Library/library-details.html


2PE Identify character types and relationships between characters including thoughts, feelings and information about them.
https://www.ashaware.com/subjects/Library/library-details.html

**Responding (RE)**

1RE Describe the visual, aural and kinetic elements present in stories and plays from various cultures

https://www.ashaware.com/subjects/Library/library-details.html


**FINE ARTS: MUSIC**

**Creating (CE)**

3CE Listen to and identify music of various styles, composers, periods and cultures.

**https://www.ashaware.com/subjects/Music/music-details.html**


6CE Identify careers in music including composing, performing and conducting.

**https://www.ashaware.com/subjects/Music/music-details.html**

**https://www.ashaware.com/subjects/Careers/careers-details.html**

## SOCIAL STUDIES - Third Grade

**Geography Strand**

**Spatial thinking and skills**

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

https://www.ashaware.com/subjects/Geography/geography-details.html

**Information and Communications Technology**

**Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task.**

3-5.ICT.1.a. With guidance, identify and use digital learning tools or resources to support planning, implementing and reflecting upon a defined task.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

3-5.ICT.1.b. Explain the use of selected digital learning tools and resources to support productivity and learning.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

**Topic 3: Use digital learning tools and resources to construct knowledge.**

3-5.ICT.3.a. Gather, organize and summarize information from multiple digital learning tools and resources to build knowledge of a topic.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

3-5.ICT.3.b. Interpret images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc., in digital learning tools and resources to clarify and add to knowledge.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

3-5.ICT.3.d. Create artifacts using digital learning tools and resources to demonstrate knowledge.

https://www.ashaware.com/subjects/Library/library-details.html

**Society and Technology**

# Topic 3: Explain how technology, society and the individual impact one another.

3-5.ST.3.b. Demonstrate how technology innovations/inventions can have multiple applications.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

# WORLD LANGUAGES AND CULTURES – Third Grade

## Interpretive literacy (E.INT-LIT)

Use Resources Appropriately:  Use digital and cultural resources appropriately.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

## Interpersonal literacy (E.INP-LIT)

Use Resources Appropriately:  Use digital and cultural resources appropriately.

https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

## Presentational literacy (E.P-LIT)

Use Resources Appropriately Use digital and cultural resources appropriately.
https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

https://www.ashaware.com/subjects/Numbers/numbers-details.html

https://www.ashaware.com/subjects/Library/library-details.html

# Ohio's Learning Standards /
# Ohio Department of Education

## Fourth Grade

**TABLE OF CONTENTS**

## COMPUTER SCIENCE - Fourth Grade

**Computing Systems**

**Topic 2: Hardware and software**

CS.HS.4.a Select and use digital learning tools/devices to support planning, implementing and reflecting upon a defined task.
**https://www.ashaware.com/subjects.html**

**Data and Analysis**

**Topic 2: Visualization and Communication**

DA.VC.4.a Organize data into subsets to provide different views or commonalities and present insights gained using visual or other types of representations.
**https://www.ashaware.com/subjects.html**

**Impacts of computing**

**Topic 1: Culture**
IC.Cu.4.a List examples of computing technologies that have changed the global community to express how those technologies influenced and are influenced by cultural practice.

https://www.ashaware.com/subjects/Science/science-details.html

## ENGLISH LANGUAGE ARTS - Fourth Grade

**Reading standards for literature**

**Key ideas and details**

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.
https://www.ashaware.com/subjects/Library/library-details.html

RL.4.2 Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text.
https://www.ashaware.com/subjects/Library/library-details.html

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
https://www.ashaware.com/subjects/Library/library-details.html

**Craft and structure**

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
**https://www.ashaware.com/subjects.html**

## Reading Standards for Information Text

## Key ideas and details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
**https://www.ashaware.com/subjects.html**

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
**https://www.ashaware.com/subjects.html**

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
**https://www.ashaware.com/subjects.html**

**Range of Reading and Level of Text Complexity**

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
**https://www.ashaware.com/subjects.html**

**Fluency**

## RF.4.4
Read with sufficient accuracy and fluency to support comprehension.
   a.  Read grade-level text with purpose and understanding.
       **https://www.ashaware.com/subjects.html**

**Speaking and Listening Standards**

**Comprehension and collaboration**

SL.4.1 SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
       **https://www.ashaware.com/subjects.html**

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

       **https://www.ashaware.com/subjects.html**

## FINE ARTS: - Fourth Grade

**MUSIC**

**Creating (CE)**

1CE Classify instruments by the four families of the orchestra.

2CE Describe the way sound is produced by various instruments and the human voice

3CE Listen, identify and respond to music of different composers and world cultures.

4CE Discuss the lives and times of composers from various historical periods.

5CE Identify and respond to basic music forms (e.g., AABA and rondo).

7CE Describe the roles of musicians in various music settings.

https://www.ashaware.com/subjects/Music/music-details.html

## MATHEMATICS: - Fourth Grade

Numbers and Operations - Fractions Extend understanding of fraction equivalence and ordering limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

4.NF.1 Explain why a fraction a /b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
**https://www.ashaware.com/subjects/Math/math-details.html**

**Information and Communications Technology**

**Topic 2: Use digital learning tools and resources to locate, evaluate and use information.**

3-5.ICT.2.b. Use appropriate search techniques to locate needed information using digital learning tools and resources.
**https://www.ashaware.com/subjects/Science/technology.html**

**Topic 3: Use digital learning tools and resources to construct knowledge.**

3-5.ICT.3.a. Gather, organize and summarize information from multiple digital learning tools and resources to build knowledge of a topic.

3-5.ICT.3.b. Interpret images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc., in digital learning tools and resources to clarify and add to knowledge.

**https://www.ashaware.com/subjects/Science/technology.html**

**Topic 4: Use digital learning tools and resources to communicate and disseminate information to multiple audiences.**

3-5.ICT.4.b. With guidance, select media formats appropriate to content and audience.

3-5.ICT.4.c. Evaluate the features of digital learning tools and resources based on the characteristics of a specific audience.

**https://www.ashaware.com/subjects/Science/technology.html**

**Society and Technology**

**Topic 3: Explain how technology, society and the individual impact one another.**

3-5.ST.3.b. Demonstrate how technology innovations/inventions can have multiple applications.

**https://www.ashaware.com/subjects/Science/technology.html**

**Design and Technology**

**Topic 1: Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.**

3-5.DT.1.d. Identify and describe examples of technology products and processes

**https://www.ashaware.com/subjects/Science/technology.html**

## WORLD LANGUAGES AND CULTURES – Fourth Grade

**Interpretive intercultural communication (E.INT-C)**

Investigate Intercultural Products, Practices and Perspectives
**https://www.ashaware.com/subjects/Geography/geography-details.html**

Compare Intercultural Behaviors
**https://www.ashaware.com/subjects/Geography/geography-details.html**

**Interpretive literacy (E.INT-LIT)**

**Use Resources Appropriately**

**https://www.ashaware.com/subjects.html**

**Interpersonal intercultural communication (E.INP-C)**

**Investigate Intercultural Products, Practices and Perspectives**
**https://www.ashaware.com/subjects.html**

**Interpersonal literacy (E.INP-LIT)**

**Use Resources Appropriately**
**https://www.ashaware.com/subjects.html**

**Presentational intercultural communication (E.P-C)**

**Investigate Intercultural Products, Practices and Perspectives**

**https://www.ashaware.com/subjects.html**

**Presentational literacy (E.P-LIT)**

**Use Resources Appropriately**

**https://www.ashaware.com/subjects.html**