**WRITING**

Each activity direction will be constructed to elicit two of the following different purposes (modes) for writing: a long piece such as a fictional or personal experience narrative, or an informational piece (report), and a shorter piece such as a communication (friendly letter, invitation, thank-you note, letter to the editor, directions, or journal), a summary, or a retelling.

Given an assigned activity direction intended to elicit two of the above modes of writing, the learner will use the writing process to make the intended message clear, as evidenced by

a. a response that stays on topic;
b. the use of details to support the topic;
c. an organized and logical response that flows naturally and has a beginning, middle and end;
d. the use of a variety of words;
e. the use of a variety of sentence patterns;
f. a response that shows an awareness of word usage (vocabulary, homonyms, and words in context);
g. a response that shows an awareness of spelling patterns for commonly used words;
h. legible writing in print or cursive;
i. the correct use of capital letters (beginning of sentences and for proper nouns) and end punctuation.

**READING**

Given a fiction/poetry text to read silently, learners will demonstrate an understanding of language and elements of fiction/poetry by responding to items in which they:

1. summarize the text;
2. use graphic aids (for example, a table or graph) or illustrations to locate or interpret information;
3. demonstrate an understanding of text by retelling the story or poem, in writing, in own words;
4. identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text.

Given a fiction/poetry text to read silently, learners will demonstrate an understanding of language and elements of fiction/poetry by responding to items in which they:
5. analyze the text, examining, for example, actions of characters, problem/solution, plot, or point of view;
6. infer from the text;
7. compare and/or contrast elements such as characters, settings, or events;
8. respond to the text;
9. choose materials related to purposes, as evidenced in part by the capacity to:
   a. choose or identify library resources to locate specific information;
   b. select fiction and nonfiction materials in response to a topic or theme;
   c. choose appropriate resources and materials to solve problems and make decisions;
10. demonstrate an understanding of text by predicting outcomes and actions.

Given a nonfiction text to read silently, learners will demonstrate an understanding of language and elements of nonfiction by responding to items in which they:
11. summarize the text;
12. use graphic aids (for example, a table or graph) or illustrations to locate or interpret information;
13. demonstrate an understanding of text by retelling the information, in writing, in own words;
14. identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text.

Given a nonfiction text to read silently, learners will demonstrate an understanding of language and elements of nonfiction by responding to items in which they:
15. discern major ideas and supporting ideas;
16. analyze the text, examining, for example, comparison and contrast, cause and effect, or fact and opinion;
17. infer from the text;
18. respond to the text.
19. choose materials related to purposes, as evidenced in part by the capacity to
   a. choose or identify library resources to locate specific information;
   b. select fiction and nonfiction materials in response to a topic or theme;
   c. choose appropriate resources and materials to solve problems and make decisions;
20. demonstrate an understanding of text by predicting outcomes and actions.

**MATHEMATICS**

1. Sort or identify objects on multiple attributes (e.g., size, shape, and shading).
2. Use patterns to make generalizations and predictions by
   a. determining a rule and identifying missing numbers in a sequence;
   b. determining a rule and identifying missing numbers in a table of number pairs;
   c. identifying missing elements in a pattern and justifying their inclusion; and
   d. determining a rule and identifying missing numbers in a sequence of numbers or a table of number pairs related by a combination of addition, subtraction, multiplication, or division.
3. Select appropriate notation and methods for symbolizing a problem situation, translate real-life situations into conventional symbols of mathematics, and represent operations using models, conventional symbols, and words.
4. Identify needed information to solve a problem.
5. Explain or illustrate whether a solution is correct.
6. Decompose, combine, order, and compare numbers.
7. Illustrate or identify fractional parts of whole objects or set of objects and like fractions greater than one, and add and subtract like fractions with illustrations and symbols.
8. Add, subtract, multiply, and divide whole numbers and explain, illustrate, or select thinking strategies for making computations.
9. Order fractions using symbols as well as the terms "at least" and "at most".
10. Represent whole number value by
    a. applying place value ideas;
    b. translating between words and symbols in naming whole numbers.
11. Add and subtract decimals.
13. Recognize parallel, intersecting, and perpendicular lines, and right angles in geometric figures.
14. Determine properties of two-dimensional figures and compare shapes according to their characterizing properties, identify two-dimensional shapes on a picture of a three-dimensional object, and
compare three-dimensional objects describing similarities and differences using appropriate standard and non-standard language.
15. Symbolize a keying sequence on a calculator and predict the display.
16. Model a problem situation using a number phrase/sentence and/or letters, understand the use of letters and symbols in statements such as $4b=12$ or $3c=15$ and find the value for a letter or symbol if the value for the other letter or symbol is given, and recognize the use of variables to generalize arithmetic statements applying the concept of odd and even numbers.
17. Apply the use of tools to measure lengths, using centimeter and inches including recognizing the positions of whole numbers and fractions on a number line.
18. Apply the counting of collections of coins and bills (which could include one, five, and ten dollar bills) in a buying situation.
19. Illustrate the approximate size of units of length, capacity, and weight; choose an appropriate unit to measure lengths, capacities, and weights in U.S. standard and metric units; and relate the number of units that measure an object to the size of the unit as well as to the size of the object.
20. Determine perimeters and areas of simple straight line figures and regions without using formulas.
21. Use mental, paper-and-pencil, and physical strategies to determine time elapsed.
22. Apply concept of place value in making estimates in addition and subtraction using front-end digits.
23. Round numbers and use multiples of ten to estimate sums, differences, and products and discuss whether estimates are greater than or less than an exact sum or difference.
24. Make or use a table to record and sort information (in a problem-solving setting using simple and complex patterns in nature, art, or poetry as setting) and make identifications, comparisons, and predictions from tables, picture graphs, bar graphs, and labeled picture maps.
25. Find simple experimental probabilities and identify events that are sure to happen, events sure not to happen, and those we cannot be sure about.

CITIZENSHIP

1. Demonstrate knowledge of and ability to think about the relationship among events by:
   a. identifying sequence of events in history;
   b. grouping events by broad historical eras on a time line;
c. recognizing that change occurs in history; or
d. identifying cause-and-effect relationships.
2. Identify and use sources of information about a given topic in the history of Ohio and the United States.
3. Relate major events and individuals in state history to time periods in the history of the nation and the world.
4. Identify the various kinds of cultural groups* that have lived or live in Ohio.
5. Identify or explain how various cultural groups have participated in the state's development.
6. Identify or compare the customs, traditions, and needs of Ohio's various cultural groups.
7. Demonstrate map skills by:
   a. identifying various major reference points on the earth;
   b. locating major landforms and bodies of water; or
   c. using a number/letter grid system to locate places on a map, a map key to understand map symbols, a linear scale to measure distances on a map, and a direction indicator.
8. Use maps and diagrams as a source of information to:
   a. recognize continents by their outlines and major physical features;
   b. recognize characteristics of major landforms and bodies of water;
   c. describe physical differences between places; or
   d. explain the influence of the natural environment on the settlement of Ohio and on changes in population patterns, transportation, and land use.
9. Identify or describe the location of Ohio in relation to other states, to regions of the United States, and to major physical features of North America.
10. Identify the factors of production (land, labor, capital, and entrepreneurship) needed to produce various goods and services.
11. Name the resources needed to produce various goods and services, classify each resource by the factors of production, or suggest alternative uses for those factors.
12. Classify various economic activities as examples of production or consumption.
13. Identify the function of each branch of state government.
14. Identify the purposes of state government**.
15. Identify or explain the purposes of local government.
16. Differentiate between statements of fact and opinion found in information about public issues and policies.
17. Identify and assess the possibilities of group decision making, cooperative activity, and personal involvement in the community.
18. Identify the elements of rules relating to fair play.
*The phrase "cultural groups" refers to a number of individuals sharing unique characteristics (e.g., race, ethnicity, national origin, and religion).

**State government in #14 refers to the government of a state of the United States of America.

SCIENCE

1. Create and/or use categories to organize a set of objects, organisms or phenomena.
2. Select instruments, make observations, and/or organize observations of an event, object, or organism.
3. Identify and/or compare the mass, dimensions, and volume of familiar objects in standard and/or nonstandard units.
4. Use a simple key to distinguish between objects.
5. Analyze a series of events and/or simple daily or seasonal cycles and predict the next likely occurrence in the sequence.
6. Evaluate a simple procedure to carry out an exploration.
7. Identify and/or discuss the selection of resources and tools used for exploring scientific phenomena.
8. Evaluate observations and measurements made by other persons.
9. Demonstrate an understanding of safe use of materials and/or devices in science activities.
10. Explain the operation of a simple mechanical device.
11. Identify characteristics of a simple physical change.
12. Explain and/or predict the motion of objects and/or describe the effects of some objects on other objects.
13. Make predictions about the weather from observed conditions and weather maps.
14. Identify and/or describe the relationship between human activity and the environment.
15. Identify evidence and show examples of changes in the earth's surface.
16. Demonstrate an understanding of the basic needs of living things.
17. Identify ways in which organisms react to changing environments.
18. Distinguish between living and nonliving things and provide justification for these distinctions.
19. Analyze and/or evaluate various nutritional plans for humans.