



Standards Matches for Kidspiration®

California

December 1997

English Language Arts

Kidspiration® 3 includes symbols, activities and lessons in English Language Arts and Reading, supporting students as they build skills to meet English Language Arts and Reading standards.

	Visually express ideas	Organize ideas	Group and classify	Compare and contrast	Conduct research	Phonemic awareness	Phonics	Vocabulary	Comprehension	Forms of writing	Writing process	Grammar and mechanics
Kindergarten												
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	x	x	x			x	x	x				
2.0 Reading Comprehension	x	x		x					x			

3.0 Literary Response and Analysis	x	x	x						x			
1.0 Writing Strategies	x	x					x			x	x	
1.0 Written and Oral English Language Conventions							x					
1.0 Listening and Speaking Strategies												
2.0 Speaking Applications (Genres and Their Characteristics)												
Grade 1												
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	x	x	x			x	x	x				
2.0 Reading Comprehension	x	x	x	x					x			
3.0 Literary Response and Analysis	x	x							x		x	

1.0 Writing Strategies	x	x						x			x	
2.0 Writing Applications (Genres and Their Characteristics)	x	x								x	x	
1.0 Written and Oral English Language Conventions	x	x						x			x	x
1.0 Listening and Speaking Strategies												
2.0 Speaking Applications (Genres and Their Characteristics)	x	x										
Grade 2												
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	x						x	x			x	
2.0 Reading Comprehension	x	x		x					x			
3.0 Literary Response and Analysis	x	x		x					x			

1.0 Writing Strategies	x	x									x	
2.0 Writing Applications (Genres and Their Characteristics)	x	x			x					x	x	
1.0 Written and Oral English Language Conventions	x	x					x				x	x
1.0 Listening and Speaking Strategies												
2.0 Speaking Applications (Genres and Their Characteristics)	x	x			x							
Grade 3												
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	x	x	x				x	x	x			
2.0 Reading Comprehension	x	x		x					x			
3.0 Literary Response and Analysis	x	x	x						x			

1.0 Writing Strategies	x	x	x		x						x	
2.0 Writing Applications (Genres and Their Characteristics)	x	x			x					x	x	
1.0 Written and Oral English Language Conventions	x	x					x	x			x	x
1.0 Listening and Speaking Strategies												
2.0 Speaking Applications (Genres and Their Characteristics)	x	x										
Grade 4												
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	x	x					x	x				
2.0 Reading Comprehension	x	x	x	x					x			

3.0 Literary Response and Analysis	x	x	x	x				x	x			
1.0 Writing Strategies	x	x	x							x	x	
2.0 Writing Applications (Genres and Their Characteristics)	x	x								x	x	
1.0 Written and Oral English Language Conventions	x	x						x			x	x
1.0 Listening and Speaking Strategies												
2.0 Speaking Applications (Genres and Their Characteristics)	x	x										
Grade 5												
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	x	x						x	x			
2.0 Reading Comprehension	x	x	x						x			

3.0 Literary Response and Analysis	x	x	x	x					x			
1.0 Writing Strategies	x	x			x			x		x	x	
2.0 Writing Applications (Genres and Their Characteristics)	x	x			x					x	x	
1.0 Written and Oral English Language Conventions	x	x						x				x
1.0 Listening and Speaking Strategies												
2.0 Speaking Applications (Genres and Their Characteristics)	x	x									x	

California

Kidspiration[®] 3 includes tools, symbols, activities and lessons in Math, supporting students as they build skills to meet Math standards.

**December 1997
Mathematics**

Model with Color Tiles	Model with Pattern Blocks	Model with Base Ten Blocks	Model with Fraction Tiles	Model with Fraction Boxes	Modeling in Picture View	Use Multiple Modes of Representation	Use words, numbers and math symbols	Number and Operations	Algebra	Geometry	Data Analysis and Probability	Measurement
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Kindergarten

1.0 NS: Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement)	x					x		x	x				
2.0 NS: Students understand and describe simple additions and subtractions	x					x		x	x				

3.0 NS: Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places	x		x			x		x	x				
1.0 AF: Students sort and classify objects	x	x				x		x		x			
1.0 MG: Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties	x					x		x					x
2.0 MG: Students identify common objects in their environment and describe the geometric features	x					x		x			x		
1.0 SDP: Students collect information about objects and events in their environment	x					x		x				x	

Please note: This document lists standards in a format used by the state of CA. Consult the CA standards for the complete benchmarks to which Kidspiration software features are aligned.

1.0 MR: Students make decisions about how to set up a problem	x	x				x	x	x	x	x	x	x	x
2.0 MR: Students solve problems in reasonable ways and justify their reasoning	x	x				x	x	x	x	x	x	x	x
Grade 1													
1.0 NS: Students understand and use numbers up to 100	x		x			x		x	x				
2.0 NS: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems	x		x			x		x	x				
3.0 NS: Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places			x					x	x				

1.0 AF: Students use number sentences with operational symbols and expressions to solve problems	x		x			x		x	x	x			
1.0 MG: Students use direct comparison and nonstandard units to describe the measurements of objects	x					x		x					x
2.0 MG: Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space		x				x		x			x		
1.0 SDP: Students organize, represent, and compare data by category on simple graphs and charts	x	x				x		x				x	
2.0 SDP: Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors	x	x				x		x			x	x	

1.0 MR: Students make decisions about how to set up a problem	x	x	x			x	x	x	x	x	x	x	x
2.0 MR: Students solve problems and justify their reasoning	x	x	x			x	x	x	x	x	x	x	x
3.0 MR: Students note connections between one problem and another	x	x	x			x	x	x	x	x	x	x	x
Grade 2													
1.0 NS: Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000			x					x	x				
2.0 NS: Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers	x		x					x	x				

3.0 NS: Students model and solve simple problems involving multiplication and division	x	x	x			x	x	x	x				
4.0 NS: Students understand that fractions and decimals may refer to parts of a set and parts of a whole		x		x	x		x	x	x				
5.0 NS: Students model and solve problems by representing, adding, and subtracting amounts of money						x		x	x				
6.0 NS: Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places			x			x		x	x				
1.0 AF: Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction	x	x	x			x	x	x		x			

1.0 MG: Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured	x	x				x		x					x
2.0 MG: Students identify and describe the attributes of common figures in the plane and of common objects in space		x				x		x			x		
1.0 SDP: Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations	x					x		x				x	
2.0 SDP: Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways	x	x				x		x	x	x			
1.0 MS: Students make decisions about how to set up a problem	x	x	x	x	x	x	x	x	x	x	x	x	x

2.0 MS: Students solve problems and justify their reasoning	x	x	x	x	x	x	x	x	x	x	x	x	x
3.0 MS: Students note connections between one problem and another	x	x	x	x	x	x	x	x	x	x	x	x	x
Grade 3													
1.0 NS: Students understand the place value of whole numbers			x					x	x				
2.0 NS: Students calculate and solve problems involving addition, subtraction, multiplication, and division			x					x	x				
3.0 NS: Students understand the relationship between whole numbers, simple fractions, and decimals		x	x	x	x		x	x	x				

1.0 AF: Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships	x		x			x		x	x	x			
2.0 AF: Students represent simple functional relationships	x	x				x		x		x			
1.0 MG: Students choose and use appropriate units and measurement tools to quantify the properties of objects	x	x				x		x					x
2.0 MG: Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems			x			x		x			x		
1.0 SDP: Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions	x					x		x				x	

1.0 MR: Students make decisions about how to approach problems	x	x	x	x	x	x	x	x	x	x	x	x	x
2.0 MR: Students use strategies, skills, and concepts in finding solutions	x	x	x	x	x	x	x	x	x	x	x	x	x
3.0 MR: Students move beyond a particular problem by generalizing to other situations	x	x	x	x	x	x	x	x	x	x	x	x	x
Grade 4													
1.0 NS: Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers	x	x	x	x	x	x	x	x	x				
2.0 NS: Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals			x					x	x				

3.0 NS: Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations			x					x	x				
4.0 NS: Students know how to factor small whole numbers	x		x					x	x				
1.0 AF: Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences	x		v			x		x		x			
2.0 AF: Students know how to manipulate equations	x		x			x		x		x			
1.0 MG: Students understand perimeter and area	x							x					x

2.0 MG: Students use two-dimensional coordinate grids to represent points and graph lines and simple figures													
3.0 MG: Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems	x	x				x		x			x		
1.0 SDP: Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings													
2.0 SDP: Students make predictions for simple probability situations						x		x				x	
1.0 MR: Students make decisions about how to approach problems	x	x	x	x	x	x	x	x	x	x	x	x	x

2.0 MR: Students use strategies, skills, and concepts in finding solutions	x	x	x	x	x	x	x	x	x	x	x	x	x
3.0 Students move beyond a particular problem by generalizing to other situ	x	x	x	x	x	x	x	x	x	x	x	x	x
Grade 5													
1.0 NS: Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers			x	x	x			x	x				
2.0 NS: Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals	x		x	x	x			x	x				

1.0 AF: Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results													
1.0 MG: Students understand and compute the volumes and areas of simple objects	x	x						x					x
2.0 MG: Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures													
1.0 SDP: Students display, analyze, compare, and interpret different data sets, including data sets of different sizes													
1.0 MR: Students make decisions about how to approach problems	x	x	x	x	x	x	x	x	x	x	x	x	x

2.0 MR: Students use strategies, skills, and concepts in finding solutions	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3.0 MR: Students move beyond a particular problem by generalizing to other situations	x	x	x	x	x	x	x	x	x	x	x	x	x	x

California 1998 Science	<i>Kidspiration® 3 includes symbols, activities and lessons in Science, supporting students as they build skills to meet Science standards.</i>											
	Visually express ideas	Organize ideas	Build vocabulary	Increase comprehension	Group and classify	Compare and Contrast	Present ideas orally	Conduct research	Nature of Science	Life Science	Physical Science	Earth and Space
<i>Kindergarten</i>												
1. Properties of materials can be observed, measured, and predicted.	x	x		x		x	x		x		x	
2. Different types of plants and animals inhabit the earth.	x	x	x	x	x	x	x	x	x	x		
3. Earth is composed of land, air, and water.	x	x		x			x	x	x			x
4. Scientific progress is made by asking meaningful questions and conducting careful investigations.	x	x				x	x		x			

Grade 1												
1. Materials come in different forms (states), including solids, liquids, and gases.	x	x				x	x		x		x	
2. Plants and animals meet their needs in different ways.	x	x	x	x	x	x	x		x	x		
3. Weather can be observed, measured, and described.	x	x				x	x		x			x
4. Scientific progress is made by asking meaningful questions and conducting careful investigations.	x	x					x		x			
Grade 2												
1. The motion of objects can be observed and measured.	x	x					x		x		x	
2. Plants and animals have predictable life cycles.	x	x	x	x	x	x	x		x	x		
3. Earth is made of materials that have distinct properties and provide resources for human activities	x	x				x	x		x			x

4. Scientific progress is made by asking meaningful questions and conducting careful investigations	x	x					x		x			
Grade 3												
1. Energy and matter have multiple forms and can be changed from one form to another.	x	x				x	x		x		x	
2. Light has a source and travels in a direction	x	x					x		x		x	
3. Adaptations in physical structure or behavior may improve an organism's chance for survival	x	x			x	x	x		x	x		
4. Objects in the sky move in regular and predictable patterns	x	x		x		x	x		x			x
5. Scientific progress is made by asking meaningful questions and conducting careful investigations	x	x					x		x			

Grade 4

1. Electricity and magnetism are related effects that have many useful applications in everyday life.	x	x					x		x		x	
2. All organisms need energy and matter to live and grow.	x	x	x		x	x	x		x	x		
3. Living organisms depend on one another and on their environment for survival.	x	x		x		x	x		x	x		
4. The properties of rocks and minerals reflect the processes that formed them.	x	x			x	x	x		x			x
5. Waves, wind, water, and ice shape and reshape Earth's land surface.	x	x		x		x	x		x			x
6. Scientific progress is made by asking meaningful questions and conducting careful investigations	x	x					x		x			

Grade 5

1. Elements and their combinations account for all the varied types of matter in the world	x	x			x	x	x		x		x	
2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials	x	x		x		x	x		x	x		
3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.	x	x		x		x	x		x			x
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns	x	x				x	x		x			x
5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths	x	x		x		x	x		x			x
6. Scientific progress is made by asking meaningful questions and conducting careful investigations.	x	x					x		x			

California

**October 1998
Social Studies**

Kidspiration® 3 includes symbols, activities and lessons in Social Studies, supporting students as they build skills to meet Social Studies standards.

Visually express ideas

Organize ideas

Build vocabulary

Increase comprehension

Group and classify

Compare and Contrast

Present ideas orally

Conduct research

Civics and Government

Economics

Geography

U.S. History

World History

Kindergarten

K.1 Students understand that being a good citizen involves acting in certain ways.

x

x

x

x

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty

x

x

x

x

x

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts

x

x

x

x

x

x

x

x

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

x

x

x

x

x

x

x

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order	x	x	x	x	x				x				
K.6 Students understand that history relates to events, people, and places of other times	x	x	x	x	x	x						x	x
Grade 1													
1.1 Students describe the rights and individual responsibilities of citizenship	x	x	x	x					x				
1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places	x	x	x	x	x	x					x		
1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time	x	x	x	x					x			x	
1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same	x	x	x	x	x	x		x	x	x		x	x

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places	x	x	x	x	x	x			x		x		
1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.	x	x	x	x						x			
Grade 2													
2.1 Students differentiate between things that happened long ago and things that happened yesterday	x	x	x	x	x	x	x	x				x	x
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments	x	x	x	x	x	x	x	x			x		
2.3 Students explain governmental institutions and practices in the United States and other countries	x	x	x	x	x	x	x	x	x				
2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills	x	x	x	x	x	x	x	x		x			

<p>2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</p>	x	x	x	x			x	x	x			x	x
<p>Grade 3</p>													
<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context</p>	x	x	x	x			x	x			x		
<p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past</p>	x	x	x	x			x	x			x	x	
<p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land</p>	x	x	x	x			x	x				x	

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government	x	x	x	x	x	x	x	x	x				
3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region	x	x	x	x			x	x		x			
Grade 4													
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California	x	x	x	x			x				x		
4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods	x	x	x	x			x	x			x	x	
4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood	x	x	x	x	x	x	x	x			x	x	

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s	x	x	x	x			x	x			x	x	
.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	x	x	x	x	x	x	x	x	x				
Grade 5													
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.	x	x	x	x			x	x			x	x	
5.2 Students trace the routes of early explorers and describe the early explorations of the Americas	x	x	x	x			x	x			x	x	

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers	x	x	x	x			x	x				x	
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era	x	x	x	x			x	x		x			
5.5 Students explain the causes of the American Revolution	x	x	x	x	x	x	x	x	x			x	
5.6 Students understand the course and consequences of the American Revolution	x	x	x	x			x	x	x			x	
5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic	x	x	x	x			x	x	x			x	
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems	x	x	x	x			x	x			x	x	

5.9 Students know the location of the current 50 states and the names of their capitals

x

x

x

x

x

x