



Standards Matches for Kidspiration®

Indiana

2006

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

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development.

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

x

x

x

x

x

<p>Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text. Students identify the basic facts and ideas in what they have read, heard, or seen.</p>	x	x	x						x			
<p>Standard 3: READING: Comprehension and Analysis of Literary Text Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place).</p>	x	x	x						x			
<p>Standard 4: WRITING: Processes and Features Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.</p>	x	x	x								x	
<p>Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics) In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).</p>	x	x									x	

<p>Standard 6: WRITING: English Language Conventions Students begin to learn the written conventions of Standard English.</p>											x	x
<p>Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.</p>	x	x										

Grade 1

<p>Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development. Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</p>	x		x			x	x	x				
<p>Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text. Students read and understand grade-level-appropriate material.</p>	x	x		x					x			
<p>Standard 3: READING: Comprehension and Analysis of Literary Text. Students read and respond to a wide variety of children's literature.</p>	x	x							x			

<p>Standard 4: WRITING: Processes and Features. Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>	x	x	x		x						x	
<p>Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics). At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4.</p>	x	x								x	x	

<p>Standard 6: WRITING: English Language Conventions. Students write using Standard English conventions appropriate to this grade level.</p>		x						x			x	x
<p>Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	x	x										

Grade 2

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development. Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

x

x

x

x

x

<p>Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text. Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children’s magazines and periodicals, dictionaries, and other reference or technical materials).</p>	x	x	x						x			
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<p>Standard 3: READING: Comprehension and Analysis of Literary Text. Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.</p>	x	x		x					x			
<p>Standard 4: WRITING: Processes and Features. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>	x	x									x	

<p>Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics). At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	x	x	x		x					x	x	
<p>Standard 6: WRITING: English Language Conventions. Students write using Standard English conventions appropriate to this grade level.</p>		x	x								x	x

<p>Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.</p>	x	x			x							
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Grade 3

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development.

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (un-, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

x

x

x

x

x

x

<p>Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text. Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children’s magazines and periodicals, and reference and technical materials.</p>	x	x		x					x			
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<p>Standard 3: READING: Comprehension and Analysis of Literary Text. Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.</p>	x	x	x	x					x			
<p>Standard 4: WRITING: Processes and Features. Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>	x	x			x						x	

<p>Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics). At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	x	x	x		x					x	x	
<p>Standard 6: WRITING: English Language Conventions. Students write using Standard English conventions appropriate to this grade level.</p>		x									x	x

<p>Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	x	x		x	x							
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Grade 4

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development.

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (un-, re-, -est, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

x

x

x

x

x

<p>Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text. Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children's magazines and periodicals, and reference and technical materials.</p>	x	x		x					x			
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<p>Standard 3: READING: Comprehension and Analysis of Literary Text. Students read and respond to a wide variety of significant works of children’s literature. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.</p>	x	x	x	x					x			
<p>Standard 4: WRITING: Processes and Features. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>	x	x	x							x	x	

<p>Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics). At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	x	x	x		x					x	x	
<p>Standard 6: WRITING: English Language Conventions. Students write using Standard English conventions appropriate to this grade level.</p>		x			x						x	x

<p>Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	x	x			x							
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Grade 5

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development.
Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

x

x

x

x

<p>Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text. Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.</p>	x	x	x						x			
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<p>Standard 3: READING: Comprehension and Analysis of Literary Text. Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.</p>	x	x	x	x					x			
<p>Standard 4: WRITING: Processes and Features. Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	x	x			x					x	x	

<p>Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics). At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	x	x	x		x					x	x	
<p>Standard 6: WRITING: English Language Conventions. Students write using Standard English conventions appropriate to this grade level.</p>		x	x									x

<p>Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications. Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</p>	x	x			x							
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Indiana

2006

Mathematics

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

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

<p>Standard 1: Number Sense Students understand the relationship between numbers and quantities up to 10, and that a set of objects has the same number in all situations regardless of the position or arrangement of the objects.</p>	x	x				x		x	x				
<p>Standard 2: Computation Students understand and describe simple additions and subtractions.</p>	x					x	x	x	x				
<p>Standard 3: Algebra and Functions Students sort and classify objects.</p>	x	x				x		x		x			

<p>Standard 4: Geometry Students identify common objects around them and describe their geometric features and position.</p>		x				x		x			x		
<p>Standard 5: Measurement Students understand the concept of time and units to measure it. They understand that objects have length, capacity, weight, and temperature, and that they can compare objects using these qualities.</p>	x				x			x					x
<p>Standard 6: Problem Solving Students make decisions about how to set up a problem.</p>	x	x			x	x		x	x	x	x	x	x
Grade 1													
<p>Standard 1: Number Sense Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.</p>	x	x	x		x	x		x	x				

<p>Standard 2: Computation Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.</p>	x		x			x	x	x	x				
<p>Standard 3: Algebra and Functions Students use number sentences with the symbols +, ^, and = to solve problems.</p>	x		x			x		x	x	x			
<p>Standard 4: Geometry Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space.</p>	x					x		x			x		
<p>Standard 5: Measurement Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.</p>	x	x				x		x					x
<p>Standard 6: Problem Solving Students make decisions about how to set up a problem. Students solve problems and justify their reasoning.</p>	x	x	x		x	x	x	x	x	x	x	x	x

Grade 2

Standard 1: Number Sense Students understand the relationships among numbers, quantities, and place value in whole numbers up to 100. They understand that fractions may refer to parts of a set and parts of a whole.

x

x

x

x

x

x

x

x

x

x

x

x

x

Standard 2: Computation Students solve simple problems involving addition and subtraction of numbers up to 100.

x

x

x

x

x

Standard 3: Algebra and Functions Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

x

x

x

x

x

x

x

Standard 4: Geometry Students identify and describe the attributes of common shapes in the plane and of common objects in space.

x

x

x

x

x

Standard 5: Measurement Students understand how to measure length, temperature, capacity, weight, and time in standard units.	x	x			x		x		x				x
Standard 6: Problem Solving Students make decisions about how to set up a problem.	x	x	x	x	x	x	x	x	x	x	x	x	x
Grade 3													
Standard 1: Number Sense Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.		x	x	x	x	x		x	x			x	
Standard 2: Computation Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.	x	x	x	x	x	x		x	x				

<p>Standard 3: Algebra and Functions Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.</p>	x	x	x				x	x		x			
<p>Standard 4: Geometry Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.</p>	x	x				x		x			x		
<p>Standard 5: Measurement Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.</p>	x	x				x		x					x
<p>Standard 6: Problem Solving Students make decisions about how to approach problems and communicate their ideas.</p>	x	x	x	x	x	x	x	x	x	x	x	x	x

Grade 4

Standard 1: Number Sense Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions.

x

x

x

x

x

x

Standard 2: Computation Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among these operations. They extend their use and understanding of whole numbers to the addition and subtraction of simple fractions and decimals.

x

x

x

x

x

x

x

x

<p>Standard 3: Algebra and Functions Students use and interpret variables, mathematical symbols, and properties to write and simplify numerical expressions and sentences. They understand relationships among the operations of addition, subtraction, multiplication, and division.</p>	x	x				x	x	x		x			
<p>Standard 4: Geometry Students show an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.</p>	x	x				x		x			x		
<p>Standard 5: Measurement Students understand perimeter and area, as well as measuring volume, capacity, time, and money.</p>	x					x		x					x
<p>Standard 6: Problem Solving Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. They show outcomes for simple probability situations.</p>	x					x		x				x	

Standard 7: Problem Solving Students make decisions about how to approach problems and communicate their ideas.	x	x	x	x	x	x	x	x	x	x	x	x	x
Grade 5													
Standard 1: Number Sense Students compute with whole numbers, decimals, and fractions and understand the relationship among decimals, fractions, and percents. They understand the relative magnitudes of numbers. They understand prime and composite numbers.	x	x	x	x	x	x		x	x				
Standard 2: Computation Students solve problems involving multiplication and division of whole numbers and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.			x	x	x			x	x				

<p>Standard 3: Algebra and Functions Students use variables in simple expressions, compute the value of an expression for specific values of the variable, and plot and interpret the results. They use two-dimensional coordinate grids to represent points and graph lines.</p>	x	x				x		x		x			
<p>Standard 4: Geometry Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.</p>		x						x			x		
<p>Standard 5: Measurement Students understand and compute the areas and volumes of simple objects, as well as measuring weight, temperature, time, and money.</p>		x						x					x

<p>Standard 6: Data Analysis and Probability Students collect, display, analyze, compare, and interpret data sets. They use the results of probability experiments to predict future events.</p>													
<p>Standard 7: Problem Solving Students make decisions about how to approach problems and communicate their ideas.</p>	x	x	x	x	x	x	x	x	x	x	x	x	x

Indiana 2006 Science	Kidspiration® 3 includes symbols, activities and lessons in Science, supporting students as they build skills to meet Science standards.											
	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
Kindergarten												
Standard 1: The Nature of Science and Technology Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations and seek answers.	x	x					x		x			
Standard 2: Scientific Thinking Students use numbers, pictures, and words when observing and communicating to help them begin to answer their questions about the world.	x	x				x	x		x			

<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They begin to question why things move.</p>	x	x			x	x	x		x		x	
<p>Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through shared observations.</p>	x	x			x	x	x		x	x		
<p>Standard 5: The Mathematical World Students use shapes to compare objects and they begin to recognize patterns.</p>	x	x				x	x		x			
<p>Standard 6: Common Themes Students begin to understand how things are similar and how they are different. They look for ways to distinguish between different objects by observation.</p>	x	x					x		x			

Grade 1

<p>Standard 1: The Nature of Science and Technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p>	x	x				x	x		x			
<p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurements, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.</p>	x	x			x	x	x		x			
<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They question why things move and change.</p>	x	x			x	x	x		x		x	

<p>Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive.</p>	x	x			x	x	x		x	x		
<p>Standard 5: The Mathematical World Students apply mathematics in scientific contexts. They begin to use numbers for computing, estimating, naming, measuring, and communicating specific information. They make picture graphs and recognize patterns.</p>	x	x				x	x		x			
<p>Standard 6: Common Themes Students begin to understand how things are similar and how they are different. They look for what changes and what does not change and make comparisons.</p>	x	x			x	x	x		x			

Grade 2

<p>Standard 1: The Nature of Science and Technology Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.</p>	x	x				x	x		x			
<p>Standard 2: Scientific Thinking Students begin to find answers to their questions about the world by using measurement, estimation, and observation as well as working with materials. They communicate with others through numbers, words, and drawings.</p>	x	x			x	x	x		x			
<p>Standard 3: The Physical Setting Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.</p>	x	x		x		x	x		x		x	

<p>Standard 4: The Living Environment Students ask questions about a variety of living things and everyday events that can be answered through observations. They consider things and processes that plants and animals need to stay alive. Students begin to understand plant and animal interaction.</p>	x	x		x		x			x	x		
<p>Standard 5: The Mathematical World Students apply mathematics in scientific contexts. They use numbers for computing, estimating, naming, measuring, and communicating specific information. They make picture and bar graphs. They recognize and describe shapes and patterns. They use evidence to explain how or why something happens.</p>	x	x				x	x		x			
<p>Standard 6: Common Themes Students begin to observe how objects are similar and how they are different. They begin to identify parts of an object and recognize how these parts interact with the whole. They look for what changes and what does not change and make comparisons.</p>	x	x				x	x		x			

Grade 3

Standard 1: The Nature of Science and Technology

Students, working collaboratively, carry out investigations. They question, observe, and make accurate measurements. Students increase their use of tools, record data in journals, and communicate results through chart, graph, written, and verbal forms.

x

x

x

x

x

Standard 2: Scientific Thinking

Students use a variety of skills and techniques when attempting to answer questions and solve problems. They describe their observations accurately and clearly, using numbers, words, and sketches, and are able to communicate their thinking to others.

x

x

x

x

Standard 3: The Physical Setting

Students observe changes of Earth and the sky. They continue to explore the concepts of energy and motion.

x

x

x

x

x

x

x

x

x

<p>Standard 4: The Living Environment Students learn about an increasing variety of organisms. They use appropriate tools and identify similarities and differences among them. Students explore how organisms satisfy their needs in typical environments.</p>	x	x			x	x	x	x	x	x		
<p>Standard 5: The Mathematical World Students apply mathematics in scientific contexts. Students make more precise and varied measurements when gathering data. Based upon collected data, they pose questions and solve problems. Students use numbers to record data and construct graphs and tables to communicate their findings.</p>	x	x					x		x			
<p>Standard 6: Common Themes Students work with an increasing variety of systems and begin to modify parts in systems and models and notice the changes that result. They question why change occurs.</p>	x	x				x			x			

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

Grade 4

Standard 1: The Nature of Science and Technology

Students, working collaboratively, carry out investigations. They observe and make accurate measurements, increase their use of tools and instruments, record data in journals, and communicate results through chart, graph, written, and verbal forms.

x

x

x

x

Standard 2: Scientific Thinking

Students use a variety of skills and techniques when attempting to answer questions and solve problems. They describe their observations accurately and clearly, using numbers, words, and sketches, and are able to communicate their thinking to others. They compare, explain, and justify both information and numerical functions.

x

x

x

x

x

<p>Standard 3: The Physical Setting Students continue to investigate changes of Earth and the sky and begin to understand the composition and size of the universe. They explore, describe, and classify materials, motion, and energy.</p>	x	x		x	x	x	x		x		x	x
<p>Standard 4: The Living Environment Students learn about an increasing variety of organisms - familiar, exotic, fossil, and microscopic. They use appropriate tools in identifying similarities and differences among them. They explore how organisms satisfy their needs in their environments.</p>	x	x			x	x	x	x	x	x		
<p>Standard 5: The Mathematical World Students apply mathematics in scientific contexts. Their geometric descriptions of objects are comprehensive. They realize that graphing demonstrates specific connections between data. They identify questions that can be answered by data distribution.</p>	x	x				x	x		x			

<p>Standard 6: Common Themes Students work with an increasing variety of systems and begin to modify parts in systems and models and notice the changes that result. They question why change occurs.</p>	x	x				x	x		x			
Grade 5												
<p>Standard 1: The Nature of Science and Technology Students work collaboratively to carry out investigations. They observe and make accurate measurements, increase their use of tools and instruments, record data in journals, and communicate results through chart, graph, written, and verbal forms. Students repeat investigations, explain inconsistencies, and design projects.</p>	x	x				x			x			

<p>Standard 2: Scientific Thinking Students use a variety of skills and techniques when attempting to answer questions and solve problems. Students describe their observations accurately and clearly using numbers, words, and sketches, and are able to communicate their thinking to others. They compare, contrast, explain, and justify both information and numerical functions.</p>	x	x				x	x		x			
<p>Standard 3: The Physical Setting Students continue to investigate changes of Earth and the sky. They explore, describe, and classify materials, motion, and energy.</p>	x	x		x	x	x	x		x		x	x
<p>Standard 4: The Living Environment Students learn about an increasing variety of organisms - familiar, exotic, fossil, and microscopic. They use appropriate tools in identifying similarities and differences among these organisms. Students explore how organisms satisfy their needs in their environments.</p>	x	x			x	x	x		x	x		

<p>Standard 5: The Mathematical World Students apply mathematics in scientific contexts. They make more precise and varied measurements in gathering data. Their geometric descriptions of objects are comprehensive, and their graphing demonstrates specific connections. They identify questions that can be answered by data distribution, i.e., "Where is the middle?" and their support of claims or answers with reasons and analogies becomes important.</p>	x	x				x	x		x			
<p>Standard 6: Common Themes Students work with an increasing variety of systems and begin to modify parts in systems and models and notice the changes that result.</p>	x	x					x		x			

Indiana

1995

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
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Kindergarten

Standard 1: History
Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

x	x	x	x	x	x	x					x	x
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<p>Standard 2: Civics and Government Students learn that they are citizens of their school, community, and country; identify symbols of the state and nation; understand examples of responsible citizenship; follow school rules; and know why rules are needed for order and safety.</p>	x	x	x	x			x		x			x	
<p>Standard 3: Geography Students learn that maps and globes are different ways of representing Earth's surface and begin to explore the geographic characteristics of their homes, school, and community.</p>	x	x	x	x	x	x	x				x		
<p>Standard 4: Economics Students explain how people do different jobs and work to meet basic economic wants.</p>	x	x	x	x			x			x			

<p>Standard 5: Individuals, Society, and Culture Students identify themselves as individuals who interact with other individuals and groups, including the family, school, and community; and identify ways that people, who are similar and different, make up the community.</p>	x	x	x	x	x	x	x				x		
Grade 1													
<p>Standard 1: History Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.</p>	x	x	x	x	x	x	x					x	x

<p>Standard 2: Civics and Government Students will explain the meaning of government; explain why rules and laws are needed in the school and community; identify individual rights and responsibilities; and use a variety of sources to learn about the functions of government and roles of citizens.</p>	x	x	x	x	x		x		x				
<p>Standard 3: Geography Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of the home, school, and neighborhood.</p>	x	x	x	x	x		x				x		

<p>Standard 4: Economics Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.</p>	x	x	x	x	x	x	x			x			
<p>Standard 5: Individuals, Society, and Culture Students will understand that they are individuals who interact with other individuals and groups; take responsibility for resolving conflicts and working respectfully with others; and examine the ways that similarities and differences in customs, celebrations, recreation, and the arts benefit the community.</p>	x	x	x	x	x	x	x				x		

Grade 2

Standard 1: History
 Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

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Standard 2: Civics and Government
 Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.

x

x

x

x

x

x

x

x

<p>Standard 3: Geography Students will locate their community, state, and nation on maps and globes; identify major geographic characteristics of their local community; and explore geographic relationships between their community and other places.</p>	x	x	x	x			x	x			x		
<p>Standard 4: Economics Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.</p>	x	x	x	x	x		x	x		x			

<p>Standard 5: Individuals, Society, and Culture Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.</p>	x	x	x	x	x	x	x	x			x		
Grade 3													
<p>Standard 1: History Students will describe how significant people, events, and developments have shaped their own community and region; compare their community to other communities and regions in other times and places; and use a variety of resources to gather information about the past.</p>	x	x	x	x	x	x	x	x				x	x

<p>Standard 2: Civics and Government Students will explain what it means to be citizens of their community, state, and nation; be able to identify the functions and the major services provided by local governments; use a variety of resources to gather information about government in their community and other communities around the world; and demonstrate understanding of democratic principles and practices.</p>	x	x	x	x			x	x	x				
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<p>Standard 3: Geography Students will explain that latitude and longitude are used to locate places on maps and globes, and begin to understand Earth/sun relationships, identify the distinctive physical and cultural features of their community, and explain the geographic relationships of their own community with the state, nation, and world.</p>	x	x	x	x	x		x	x			x		
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<p>Standard 4: Economics Students will explain how people in the local community make choices about using goods, services, and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.</p>	x	x	x	x		x	x	x		x			
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<p>Standard 5: Individuals, Society, and Culture Students will explain how communities are made up of individuals and groups of people, explore local connections with communities in other places, examine the contributions of people from various cultures to the development of the community, and use a variety of resources to collect information about the culture of the community.</p>	x	x	x	x			x	x			x		
Grade 4													
<p>Standard 1: History Students will trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.</p>	x	x	x	x	x	x	x	x				x	x

<p>Standard 2: Civics and Government Students will describe the components and characteristics of Indiana's constitutional form of government; explain citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written, and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.</p>	x	x	x	x	x	x	x	x	x				
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<p>Standard 3: Geography Students will explain how Earth/sun relationships influence the climate of Indiana, identify the components of Earth's physical systems, describe the major physical and cultural characteristics of Indiana, give examples of how the interaction of people with their environment has changed over time and continues to change, and identify regions of Indiana.</p>	x	x	x	x	x		x	x			x		
<p>Standard 4: Economics Students will study and compare the characteristics of Indiana's changing economy in the past and present.</p>	x	x	x	x	x		x	x		x			

<p>Standard 5: Individuals, Society, and Culture Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.</p>	x	x	x	x	x	x	x	x			x		
Grade 5													
<p>Standard 1: History Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800 with an emphasis on the American Revolution and the founding of the United States.</p>	x	x	x	x	x	x	x	x				x	x

Standard 2: Civics and Government Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.	x	x	x	x	x		x	x	x				
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<p>Standard 3: Geography Students will describe Earth/sun relationships and the global grid system. They will identify major physical and cultural characteristics of the United States and its regions and name and locate the major physical features of each of the states and major cities of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.</p>	x	x	x	x			x	x			x		
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<p>Standard 4: Economics Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.</p>	x	x	x	x			x	x		x			
<p>Standard 5: Individuals, Society, and Culture Students will identify individuals and groups that have contributed to the development of the United States, investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts, and examine the challenges faced and the contributions made by various cultural groups to American society.</p>	x	x	x	x	x	x	x	x			x		