



## Standards Matches for Kidspiration®

<a href="#">Wisconsin</a> <b>Reading, Literature &amp; Writing</b>	<i>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.</i>											
	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
<b>By end of Grade 4</b>												
A.4.1 Use effective reading strategies to achieve their purposes in reading.	x	x				x	x	x	x			
A.4.2 Read, interpret, and critically analyze literature.	x	x		x					x			
A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.	x	x		x					x			
A.4.4 Read to acquire information.	x	x			x				x			

B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.		x			x					x	x	
B.4.2 Plan, revise, edit, and publish clear and effective writing.	x	x									x	x
B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.		x									x	x

**Wisconsin**

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

**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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***By the end of Grade 4***

Standard A: Mathematical Processes A.4.1 Use reasoning abilities to: * perceive patterns * identify relationships * formulate questions for further exploration * justify strategies * test reasonableness of results													
A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models													

<p>A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests  * see relationships between various kinds of problems and actual events  * use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies)</p>													
<p>A.4.4 Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work</p>													
<p>A.4.5 Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence</p>													

<p>Standard B: Number Operations and Relationships</p> <p>B.4.1 Represent and explain whole numbers, decimals, and fractions with</p> <ul style="list-style-type: none"> <li>* physical materials</li> <li>* number lines and other pictorial models*</li> <li>* verbal descriptions</li> <li>* place-value concepts and notation</li> <li>* symbolic renaming (e.g., <math>43=40+3=30+13</math>)</li> </ul>	x	x	x	x	x	x	x	x	x				
<p>B.4.2 Determine the number of things in a set by</p> <ul style="list-style-type: none"> <li>* grouping and counting (e.g., by threes, fives, hundreds)</li> <li>* combining and arranging (e.g., all possible coin combinations amounting to thirty cents)</li> <li>* estimation, including rounding</li> </ul>	x		x			x		x	x				

B.4.3 Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths, unit fractions) and commonly-used decimals (monetary units)	x		x	x	x			x	x			
B.4.4 Identify and represent equivalent fractions for halves, fourths, eighths, tenths, sixteenths				x	x			x	x			
B.4.5 In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as  * recalling the basic facts of addition, subtraction, multiplication, and division * using mental math (e.g., 37+25, 40x7) * estimation * selecting and applying algorithms* for addition, subtraction, multiplication, and division * using a calculator	x		x			x	x	x	x			
B.4.6 Add and subtract fractions with like denominators				x	x			x	x			

B.4.7 In problem-solving situations involving money, add and subtract decimals			x			x		x	x			
<p>Standard C: Geometry</p> <p>C.4.1 Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by</p> <ul style="list-style-type: none"> <li>* naming them</li> <li>* comparing, sorting, and classifying them</li> <li>* drawing and constructing physical models to specifications</li> <li>* identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles)</li> <li>* predicting the results of combining or subdividing two-dimensional figures</li> <li>* explaining how these figures are related to objects in the environment</li> </ul>	x	x				x		x		x		

<p>C.4.2 Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to</p> <ul style="list-style-type: none"> <li>* symmetry</li> <li>* congruence</li> <li>* similarity</li> </ul>	x	x									x		
<p>C.4.3 Identify and use relationships among figures, including but not limited to</p> <ul style="list-style-type: none"> <li>* location (e.g., between, adjacent to, interior of)</li> <li>* position (e.g., parallel, perpendicular)</li> <li>* intersection (of two-dimensional figures)</li> </ul>	x				x		x				x		
<p>C.4.4 Use simple two-dimensional coordinate systems to find locations on maps and to represent points and simple figures</p>													

<p>Standard D: Measurement</p> <p>D.4.1 Recognize and describe measurable attributes*, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them</p>	x	x				x		x					x
<p>D.4.2 Demonstrate understanding of basic facts, principles, and techniques of measurement, including</p> <p>* appropriate use of arbitrary* and standard units (metric and US Customary)</p> <p>* appropriate use and conversion of units within a system (such as yards, feet, and inches; kilograms and grams; gallons, quarts, pints, and cups)</p> <p>* judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks</p>	x	x				x							x

D.4.3 Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)						x		x					x
D.4.4 Determine measurements directly by using standard tools to these suggested degrees of accuracy  * length to the nearest half-inch or nearest cm * * weight (mass) to the nearest ounce or nearest 5 grams * temperature to the nearest 5 * time to the nearest minute * monetary value to dollars and cents * liquid capacity to the nearest fluid ounce						x		x					x
D.4.5 Determine measurements by using basic relationships (such as perimeter and area) and approximate measurements by using estimation techniques	x	x						x					x

<p>Standard E: Statistics and Probability</p> <p>E.4.1 Work with data in the context of real-world situations by</p> <ul style="list-style-type: none"> <li>* formulating questions that lead to data collection and analysis</li> <li>* determining what data to collect and when and how to collect them</li> <li>* collecting, organizing, and displaying data</li> <li>* drawing reasonable conclusions based on data</li> </ul>	x					x		x				x	
<p>E.4.2 Describe a set of data using</p> <ul style="list-style-type: none"> <li>* high and low values, and range</li> <li>* most frequent value (mode)</li> <li>* middle value of a set of ordered data (median)</li> </ul>													
<p>E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts</p>	x					x		x				x	
<p>E.4.4 Determine if future events are more, less, or equally likely, impossible, or certain to occur</p>													

E.4.5 Predict outcomes of future events and test predictions using data from a variety of sources						x						x	
Standard F: Algebraic Relationships F.4.1 Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., $N + 0 = N$ is true for any number)								x		x			
F.4.2 Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "="; effective use of the associative property of multiplication)								x		x			

<p>F.4.3 Work with simple linear patterns and relationships in a variety of ways, including</p> <ul style="list-style-type: none"> <li>* recognizing and extending number patterns</li> <li>* describing them verbally</li> <li>* representing them with pictures, tables, charts, graphs</li> <li>* recognizing that different models* can represent the same pattern or relationship</li> <li>* using them to describe real-world phenomena</li> </ul>	x	x				x	x	x		x			
<p>F.4.4 Recognize variability in simple functional* relationships by describing how a change in one quantity can produce a change in another (e.g., number of bicycles and the total number of wheels)</p>	x	x				x		x		x			

<p>F.4.5 Use simple equations and inequalities in a variety of ways, including</p> <ul style="list-style-type: none"> <li>* using them to represent problem situations</li> <li>* solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts)</li> <li>* recording and describing solution strategies</li> </ul>	x	x	x	x	x	x	x	x	x	x			
<p>F.4.6 Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity of addition, inverse relationship of multiplication and division)</p>	x		x			x		x		x			

<b>Wisconsin</b> <b>Science</b>	<b>Kidspiration® 3 includes symbols, activities and lessons in Science, supporting students as they build skills to meet Science standards</b>											
	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
<b>By the end of Grade 4</b>												
Standard A: Science Connections A.4.1 When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed	x	x					x		x			
A.4.2 When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now	x	x					x		x			
A.4.3 When investigating a science-related problem, decide what data can be collected to determine the most useful explanations	x	x				x	x		x			

A.4.4 When studying science-related problems, decide which of the science themes are important	x	x					x		x			
A.4.5 When studying a science-related problem, decide what changes over time are occurring or have occurred	x	x				x	x		x			
Standard B (Nature of Science) B.4.1 Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations	x	x					x	x	x			
B.4.2 Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked	x	x					x	x	x			
B.4.3 Show* how the major developments of scientific knowledge in the earth and space, life and environmental, and physical sciences have changed over time	x	x					x	x	x			

Standard C - Science Inquiry												
C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied	x	x				x	x		x			
C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations												
C.4.3 Select multiple sources of information to help answer questions selected for classroom investigations	x	x					x	x	x			
C.4.4 Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigations	x	x					x		x			
C.4.5 Use data they have collected to develop explanations and answer questions generated by investigations	x	x					x	x	x			

C.4.6 Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers	x	x					x		x			
C.4.7 Support their conclusions with logical arguments	x	x					x	x	x			
C.4.8 Ask additional questions that might help focus or further an investigation	x	x					x		x			
Standard D - Physical Science  PROPERTIES OF EARTH MATERIALS  D.4.1 Understand that objects are made of more than one substance, by observing, describing and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances	x	x				x	x	x	x			x
D.4.2 Group and/or classify objects and substances based on the properties of earth materials	x	x			x		x		x			x

D.4.3. Understand that substances can exist in different states-solid, liquid, gas	x	x		x		x	x		x		x	
D.4.4 Observe and describe changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes	x	x		x		x	x		x		x	
D.4.5 Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data	x	x					x		x		x	
POSITION AND MOTION OF OBJECTS												
D.4.6 Observe and describe physical events in objects at rest or in motion	x	x				x	x		x		x	

<p>D.4.7 Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including:</p> <p>* position relative to another object  * motion over time  * and position due to forces</p>	x	x				x	x		x		x	
<p>LIGHT, HEAT, ELECTRICITY, AND MAGNETISM</p> <p>D.4.8 Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism)</p>	x	x			x	x	x		x		x	
<p>Standard E - Earth and Space Science</p> <p>PROPERTIES OF EARTH MATERIALS</p> <p>E.4.1 Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations</p>	x	x	x			x	x		x			x

E.4.2 Show that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin	x	x		x		x	x		x			x
E.4.3 Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science	x	x		x		x	x	x	x			x
OBJECTS IN THE SKY E.4.4 Identify celestial objects (stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time	x	x				x	x		x			x
CHANGES IN THE EARTH AND SKY E.4.5 Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes	x	x	x			x	x		x			x

E.4.6 Using the science themes, find patterns and cycles in the earth's daily, yearly, and long-term changes	x	x					x		x			x
E.4.7 Using the science themes, describe resources used in the home, community, and nation as a whole	x	x					x		x			x
E.4.8 Illustrate human resources use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world	x	x		x			x	x	x			x
Standard F - Life and Environmental Science  HE CHARACTERISTICS OF ORGANISMS  F.4.1 Discover* how each organism meets its basic needs for water, nutrients, protection, and energy* in order to survive	x	x					x	x	x	x		
F.4.2 Investigate* how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)	x	x		x		x	x	x	x	x		

LIFE CYCLES OF ORGANISMS  F.4.3 Illustrate* the different ways that organisms grow through life stages and survive to produce new members of their type	x	x		x		x	x		x	x		
ORGANISMS AND THEIR ENVIRONMENT  F.4.4 Using the science themes*, develop explanations* for the connections among living and non-living things in various environments	x	x				x	x		x	x		
Standard G: Science Applications  G.4.1 Identify* the technology used by someone employed in a job or position in Wisconsin and explain* how the technology helps	x	x					x	x	x			
G.4.2 Discover* what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time	x	x				x	x		x			

G.4.3 Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally	x	x				x	x	x				
G.4.4 Identify* the combinations of simple machines in a device used in the home, the workplace, or elsewhere in the community, to make or repair things, or to move goods or people	x	x					x		x			
G.4.5 Ask questions to find answers about how devices and machines were invented and produced	x	x		x			x		x			
Standard H: Science in Personal and Social Perspectives												
H.4.1 Describe* how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care	x	x					x	x				

H.4.2 Using the science themes*, identify* local and state issues that are helped by science and technology and explain* how science and technology can also cause a problem	x	x					x					
H.4.3 Show* how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care	x	x					x	x				
H.4.4 Develop* a list of issues that citizens must make decisions about and describe* a strategy for becoming informed about the science behind these issues	x	x				x	x	x				

**Wisconsin**

**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

***By the end of Grade 4***

Standard A: Geography  
A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface

x

x

x

x

x

A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

x

x

x

x

x

A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges

x

x

x

x

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters	x	x	x	x	x	x	x	x			x		
A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world	x			x			x	x			x		
A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes	x	x	x	x	x	x	x	x			x		
A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world	x	x	x	x	x	x	x	x			x		

<p>A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment</p>	x	x	x	x	x	x	x	x			x		
<p>A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating</p>	x	x	x	x	x	x	x	x			x		

Standard B: History														
B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts	x	x	x	x				x			x	x	x	
B.4.2 Use a timeline to select, organize, and sequence information describing eras in history	x	x	x	x				x	x				x	x
B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events	x	x	x	x				x	x				x	x
B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups	x	x	x	x	x	x		x	x				x	x
B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice	x	x	x	x	x	x		x	x	x			x	x

B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags	x	x	x	x	x	x	x	x	x			x	
B.4.7 Identify and describe important events and famous people in Wisconsin and United States history	x	x	x	x	x	x	x	x	x			x	
B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment	x	x	x	x	x	x	x	x	x	x	x	x	x
B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations	x	x	x	x	x	x	x	x			x	x	x
B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin	x	x	x	x	x	x	x	x	x		x	x	
C: Political Science and Citizenship													
C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity	x	x	x	x	x	x	x	x	x				

C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.	x	x	x	x				x	x			x	
C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation	x	x	x	x	x	x	x	x	x				
C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government	x	x	x	x	x	x	x	x	x				
C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community	x	x	x	x	x	x	x	x	x				
C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals	x	x	x	x	x	x	x	x	x				
Standard D: Economics D.4.1 Describe and explain of the role of money, banking, and savings in everyday life	x	x	x	x			x	x		x			

D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)	x	x	x	x			x	x		x		
D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin	x	x	x	x		x	x	x		x		
D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient	x	x	x	x			x	x		x		
D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)	x	x	x	x	x	x	x	x		x		
D.4.6 Identify the economic roles of various institutions, including households, businesses, and government	x	x	x	x	x	x	x	x		x		
D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world	x	x	x	x			x	x		x		

Standard E: Behavioral Science													
E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning	x	x	x	x			x			x			
E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development	x	x	x	x			x	x	x		x		
E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living	x	x	x	x	x	x	x	x	x		x		
E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people	x	x	x	x	x	x	x	x	x		x		
E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society	x	x	x	x	x	x	x	x	x		x		
E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture	x	x	x	x	x	x	x	x	x		x		

E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior	x	x	x	x	x	x	x	x	x				
E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions	x	x	x	x	x	x	x	x	x		x		
E.4.9 Explain how people learn about others who are different from themselves	x	x	x	x	x	x	x	x	x		x		
E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions.	x	x	x	x	x	x	x	x	x				
E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures	x	x	x	x	x	x	x	x			x		
E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens	x	x	x	x	x	x	x	x	x		x	x	x
E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs	x	x	x	x	x	x	x	x	x		x		

E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people	x	x	x	x	x	x	x	x	x		x		
E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters	x	x	x	x	x	x	x	x	x		x		