



Standards Matches for Kidspiration®

<p><u>Wyoming</u> 2003 Language Arts</p>	<p><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></p>											
<p>Grade K</p>	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
<p>1. READING Students use the reading process to demonstrate understanding of literary and informational texts.</p>												
<p>I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p>	x	x		x		x			x			

II. Students demonstrate an understanding of literary texts.	x	x							x			
III. Students demonstrate understanding of informational texts by listening and responding to nonfiction texts.	x	x							x			
2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.												
I. Students apply writing skills to plan, draft, revise, and publish writing.	x	x										x
II. Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world" events and ideas.	x	x										x
3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.	x	x										

Grade 1

1. READING

Students use the reading process to demonstrate understanding of literary and informational texts.

I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.

x

x

x

x

x

x

II. Students demonstrate an understanding of literary texts.

x

x

x

III. Students demonstrate understanding of informational text.

x

x

2. WRITING

Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

I. Students apply writing skills to plan, draft, revise, and publish writing.

x

x

x

II. Students write a variety of expressive and expository pieces.	x	x								x	x	
3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.	x	x										
Grade 2												
1. READING Students use the reading process to demonstrate understanding of literary and informational texts.												
I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	x	x		x				x	x			
II. Students demonstrate an understanding of literary texts.	x	x		x					x			
III. Students demonstrate understanding of informational texts.	x	x			x							

<p>2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</p>												
<p>I. Students apply writing skills to plan, draft, revise, and publish writing.</p>	x	x									x	x
<p>II. Students write a variety of expressive and expository pieces.</p>	x	x								x	x	
<p>3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.</p>	x	x								x	x	
<p>Grade 3</p>												
<p>1. READING Students use the reading process to demonstrate understanding of literary and informational texts.</p>												

I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	x	x		x			x	x	x			
II. Students read and interpret literature.	x	x							x			
III. Students demonstrate understanding of informational texts.	x	x		x					x			
2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.												
I. Students apply writing skills to plan, draft, revise, and publish writing.	x	x			x						x	x
II. Students write a variety of expressive and expository pieces.		x			x					x	x	

<p>3. SPEAKING AND LISTENING</p> <p>Students use listening and speaking skills for a variety of purposes and audiences.</p>	x	x										
Grade 4												
<p>1. READING</p> <p>Students use the reading process to demonstrate understanding of literary and informational texts.</p>												
<p>I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p>	x	x	x					x	x			
<p>II. Students demonstrate an understanding of literary texts.</p>	x	x	x						x			
<p>III. Students demonstrate understanding of informational texts.</p>	x	x							x			

<p>2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</p>												
<p>I. Students apply writing skills to plan, draft, revise, and publish writing.</p>	x	x			x						x	x
<p>II. Students write a variety of expressive and expository pieces.</p>	x	x			x					x	x	
<p>3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.</p>		x										
<p>Grade 5</p>												
<p>1. READING Students use the reading process to demonstrate understanding of literary and informational texts.</p>												

I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	x	x						x	x			
II. Students demonstrate an understanding of a variety of literary texts.	x	x		x					x			
III. Students demonstrate understanding of informational texts.		x		x	x				x			
2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.												
I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	x	x			x						x	x
II. Students write a variety of expressive and expository pieces.	x	x			x					x	x	

<p>3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.</p>	x	x										
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Wyoming

**2003
Mathematics**

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

Grade K

	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
1. NUMBER OPERATIONS AND CONCEPTS Students use numbers, number sense, and number relationships in a problem-solving situation.	x	x	x			x	x	x	x				
2. GEOMETRY Students apply geometric concepts, properties, and relationships in a problem-solving situation.		x				x		x			x		

<p>3. MEASUREMENT</p> <p>Students use a variety of tools and techniques of measurement in a problem-solving situation.</p>	x					x		x					x
<p>4. ALGEBRA</p> <p>Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.</p>	x	x				x				x			
<p>5. DATA ANALYSIS AND PROBABILITY</p> <p>Students use data analysis and probability to analyze given situations and the results of experiments.</p>	x	x				x		x				x	
Grade 1													
<p>1. NUMBER OPERATIONS AND CONCEPTS</p> <p>Students use numbers, number sense, and number relationships in a problem-solving situation.</p>	x		x			x	x	x	x				

<p>2. GEOMETRY</p> <p>Students apply geometric concepts, properties, and relationships in a problem-solving situation.</p>		x				x		x			x		
<p>3. MEASUREMENT</p> <p>Students use a variety of tools and techniques of measurement in a problem-solving situation.</p>	x					x		x					x
<p>4. ALGEBRA</p> <p>Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.</p>	x	x				x					x		
<p>5. DATA ANALYSIS AND PROBABILITY</p> <p>Students use data analysis and probability to analyze given situations and the results of experiments.</p>	x					x		x				x	

Grade 2

1. NUMBER OPERATIONS AND CONCEPTS

Students use numbers, number sense, and number relationships in a problem-solving situation.

x

x

x

x

x

x

2. GEOMETRY

Students apply geometric concepts, properties, and relationships in a problem-solving situation.

x

x

x

x

x

3. MEASUREMENT

Students use a variety of tools and techniques of measurement in a problem-solving situation.

x

x

x

<p>4. ALGEBRA</p> <p>Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.</p>	x	x				x		x		x			
<p>5. DATA ANALYSIS AND PROBABILITY</p> <p>Students use data analysis and probability to analyze given situations and the results of experiments.</p>	x					x		x				x	
Grade 3													
<p>1. NUMBER OPERATIONS AND CONCEPTS</p> <p>Students use numbers, number sense, and number relationships in a problem-solving situation.</p>	x		x			x	x	x	x				
<p>2. GEOMETRY</p> <p>Students apply geometric concepts, properties, and relationships in a problem-solving situation.</p>	x	x				x		x			x		

<p>3. MEASUREMENT</p> <p>Students use a variety of tools and techniques of measurement in a problem-solving situation.</p>	x					x		x					x
<p>4. ALGEBRA</p> <p>Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.</p>	x	x				x	x	x		x			
<p>5. DATA ANALYSIS AND PROBABILITY</p> <p>Students use data analysis and probability to analyze given situations and the results of experiments.</p>	x					x		x				x	
Grade 4													
<p>1. NUMBER OPERATIONS AND CONCEPTS</p> <p>Students use numbers, number sense, and number relationships in a problem-solving situation.</p>	x	x	x	x	x	x	x	x	x				

<p>2. GEOMETRY</p> <p>Students apply geometric concepts, properties, and relationships in a problem-solving situation.</p>	x	x				x		x			x		
<p>3. MEASUREMENT</p> <p>Students use a variety of tools and techniques of measurement in a problem-solving situation.</p>	x					x		x					x
<p>4. ALGEBRA</p> <p>Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.</p>	x	x				x	x	x		x			
<p>5. DATA ANALYSIS AND PROBABILITY</p> <p>Students use data analysis and probability to analyze given situations and the results of experiments.</p>	x					x		x				x	

Grade 5

<p>1. NUMBER OPERATIONS AND CONCEPTS</p> <p>Students use numbers, number sense, and number relationships in a problem-solving situation.</p>	x	x	x	x	x	x	x	x	x				
<p>2. GEOMETRY</p> <p>Students apply geometric concepts, properties, and relationships in a problem-solving situation.</p>	x	x				x		x			x		
<p>3. MEASUREMENT</p> <p>Students use a variety of tools and techniques of measurement in a problem-solving situation.</p>	x	x				x		x					x
<p>4. ALGEBRA</p> <p>Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.</p>	x	x				x		x		x			

5. DATA ANALYSIS AND PROBABILITY

Students use data analysis and probability to analyze given situations and the results of experiments.

x

x

x

x

Wyoming 2003 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
Grades K-4												
1. CONCEPTS AND PROCESSES In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.												
LIFE SYSTEMS 1. Characteristics of Organisms: Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.	x	x		x		x	x		x	x		

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

2. Life Cycles of Organisms: Students sequence life cycles of living things, and recognize that plants and animals resemble their parents.	x	x		x		x	x		x	x		
3. Organisms and Their Environments: Students show connections between living things, their basic needs, and the environments.	x	x		x			x		x	x		
EARTH, SPACE, AND PHYSICAL SYSTEMS 4. Properties of Earth Materials: Students investigate water, air, rocks, and soils to compare basic properties of earth materials.	x	x		x		x	x		x			x
5. Objects in the Sky: Students describe observable objects in the sky and their patterns of movement.	x	x		x		x	x		x			x
6. Changes in Earth and Sky: Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.	x	x		x		x	x	x	x			x

7. Properties of Objects: Students classify objects by properties that can be observed, measured, and recorded, including color, shape, size, weight, volume, texture, and temperature.	x	x		x	x	x	x		x		x	
8. Changes in States of Matter: Students demonstrate that the processes of heating and cooling can change matter from one state to another.	x	x		x	x	x	x		x		x	
9. Physical Phenomena: Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.	x	x		x		x	x		x		x	
10. Position and Motion of Objects: Students demonstrate that pushing and pulling can change the position and motion of objects.	x	x		x			x		x		x	

<p>2. SCIENCE AS INQUIRY Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>												
<p>1. Students research answers to science questions and present findings through appropriate means.</p>	x	x		x			x	x	x			
<p>2. Students use the inquiry process to conduct simple scientific investigations.</p>	x	x		x			x		x			
<p>3. Students identify and use appropriate scientific equipment.</p>	x	x		x			x		x			
<p>4. Students properly use safety equipment and recognize hazards and safety symbols while practicing standard safety procedures.</p>	x	x		x			x		x			

<p>3. HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS</p> <p>Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.</p>												
<p>1. Students recognize the nature and history of science.</p>	x	x		x			x	x	x			
<p>2. Students recognize how scientific information is used to make decisions.</p>	x	x		x			x	x	x			
<p>Grade 5 (Standards through Grade 8)</p>												
<p>1. CONCEPTS AND PROCESSES</p> <p>In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation.</p>												

<p>LIFE SYSTEMS</p> <p>1. Levels of Organization in Living Systems: Students model the cell as the basic unit of a living system. They realize that all functions that sustain life act within a single cell and cells differentiate into specialized cells, tissues, organs, and organ systems.</p>	x	x		x			x		x	x		
<p>2. Reproduction and Heredity: Students describe reproduction as a characteristic of all living systems, which is essential to the continuation of species, and identify and interpret traits, patterns of inheritance, and the interaction between genetics and environment.</p>	x	x		x			x		x	x		
<p>3. Evolution as a Theory: Students explain evolution as a theory and apply the theory to the diversity of species, which results from natural selection and the acquisition of unique characteristics through biological adaptation.</p>	x	x		x			x		x	x		

<p>4. Diversity of Organisms: Students investigate the interconnectedness of organisms, identifying similarity and diversity of organisms through a classification system of hierarchical relationships and structural homologies.</p>	x	x		x	x	x	x		x	x		
<p>5. Behavior and Adaptation: Students recognize behavior as a response of an organism to an internal or environmental stimulus and connect the characteristics and behaviors of an organism to biological adaptation.</p>	x	x		x			x		x	x		
<p>6. Interrelationships of Populations and Ecosystems: Students illustrate populations of organisms and their interconnection within an ecosystem, identifying relationships among producers, consumers, and decomposers.</p>	x	x	x	x		x	x		x	x		

<p>EARTH, SPACE, AND PHYSICAL SCIENCE</p> <p>7. The Earth in the Solar System: Students describe Earth</p> <p>as the third planet in the Solar System and understand the effects of the sun as a major source of energy, gravitational forces, and motions of objects in the Solar System.</p>	x	x		x		x	x		x			x
<p>8. The Structure of the Earth System: Students examine the structure of the Earth, identifying layers of the Earth, considering plate movement and its effect, and recognizing landforms resulting from constructive and destructive forces.</p>	x	x		x		x	x	x	x			x
<p>9. The Earth's History: Students systematize the Earth's history in terms of geologic evidence, comparing past and present Earth processes and identifying catastrophic events and fossil evidence</p>	x	x		x		x	x	x	x			x

<p>10. The Structure and Properties of Matter: Students identify characteristic properties of matter such as density, solubility, and boiling point and understand that elements are the basic components of matter.</p>	x	x	x	x		x	x	x	x		x	
<p>11. Physical and Chemical Changes in Matter: Students evaluate chemical and physical changes, recognizing that chemical change forms compounds with different properties and that physical change alters the appearance but not the composition of a substance.</p>	x	x		x		x	x		x		x	
<p>12. Forms and Uses of Energy: Students investigate energy as a property of substances in a variety of forms with a range of uses.</p>	x	x		x			x		x		x	
<p>13. The Conservation of Matter and Energy: Students identify supporting evidence to explain conservation of matter and energy, indicating that matter or energy cannot be created or destroyed but is transferred from one object to another.</p>	x	x		x			x		x		x	

<p>14. Effects of Motions and Forces: Students describe motion of an object by position, direction, and speed, and identify the effects of force and inertia on an object.</p>	x	x		x		x	x		x		x	
<p>2. SCIENCE AS INQUIRY Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>												
<p>1. Students research scientific information and present findings through appropriate means.</p>	x	x		x			x	x	x			
<p>2. Students use inquiry to conduct scientific investigations.</p>	x	x		x			x	x	x			

3. Students clearly and accurately communicate the result of their own work, as well as information obtained from other sources.	x	x		x			x		x			
4. Students recognize the relationship between science and technology in meeting human needs.	x	x		x			x	x	x			
5. Students properly use appropriate scientific and safety equipment, recognize hazards and safety symbols, and observe standard safety procedures.	x	x		x			x		x			
3. HISTORY AND NATURE OF SCIENCE IN PERSONAL AND SOCIAL DECISIONS Students recognize the nature of science, its history, and its connections to personal, social, economic, and political decisions. Historically, scientific events have had significant impacts on our cultural heritage.												
1. Students explore the nature and history of science.	x	x		x			x	x	x			

2. Students explore how scientific information is used to make decisions.

x

x

x

x

x

x

Wyoming

2003

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

Grades K-4

1. CITIZENSHIP/ GOVERNMENT/ DEMOCRACY

Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.

1. Students describe and apply rights and responsibilities of citizenship.

x

x

x

x

x

x

2. Students explain how rules and laws affect families, schools, communities, and states.

x

x

x

x

x

x

<p>2. CULTURE/ CULTURAL DIVERSITY</p> <p>Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.</p>													
<p>1. Students describe how human needs and concerns (i.e., freedom, justice, and responsibility) are addressed within cultures.</p>	x	x	x	x			x	x			x		
<p>2. Students explain how culture is reflected in literature and the arts.</p>	x	x					x	x			x		
<p>3. PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on societies.</p>													
<p>1. Students describe the importance of major resources, industries, and economic development of the local community and Wyoming.</p>	x	x	x	x			x	x		x	x	x	

2. Students describe different ways that people earn a living in the local community and in Wyoming.	x	x	x	x			x	x		x	x	x	
4. TIME, CONTINUITY AND CHANGE Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation, and world.													
1. Students identify significant local, state and national persons, holidays, and symbols.	x	x	x	x			x	x				x	
2. Students discuss and describe how current events influence individuals, communities, state, country, and/or world.	x	x	x	x			x	x			x		
3. Students describe the chronology of exploration, immigration, and settlement of Wyoming.	x	x	x	x			x	x				x	
5. PEOPLE, PLACES, AND ENVIRONMENTS Students demonstrate an understanding of interrelationships among people, places, and environments.													

1. Students use physical maps, political maps, and globes to identify locations using scale, cardinal and intermediate directions, legends, keys, and symbols.	x	x	x	x			x				x		
2. Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent.	x	x	x	x			x				x		
3. Students locate major landmarks, landforms, and areas/regions in the community and in Wyoming.	x	x	x	x			x	x			x		
4. Students describe relationships among people and places, and the environmental context in which they take place.	x	x	x	x			x	x			x		
Grade 5 (Standards through Grade 8)													
1. CITIZENSHIP/ GOVERNMENT/ DEMOCRACY Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.													

1. Students identify the rights, duties, and responsibilities of a U.S. citizen.	x	x	x	x			x		x				
2. Students understand the historical perspective and issues involved in the development of the U.S. Constitution.	x	x	x	x			x	x	x			x	
3. Students recognize the basic principles of the U.S. Constitution, Bill of Rights, and other amendments and are able to identify those principles in real-life scenarios.	x	x	x	x			x	x	x			x	
2. CULTURE/ CULTURAL DIVERSITY Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.													
1. Students explain how family systems, religion, language, literature, and the arts contribute to the development of cultures.	x	x	x	x			x	x				x	
2. Students describe cultural diversity and the interdependence of cultures.	x	x	x	x			x	x				x	

<p>3. PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on societies.</p>													
<p>1. Students communicate how economic considerations influence personal, local, state, national, and international decision-making.</p>	x	x	x	x			x	x		x			
<p>2. Students describe the systems of exchange of past and present.</p>	x	x	x	x	x		x	x		x	x	x	x
<p>3. Students recognize basic concepts of economic systems.</p>	x	x	x	x			x	x		x			
<p>4. TIME, CONTINUITY AND CHANGE</p> <p>Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation, and world.</p>													
<p>1. Students identify people, events, problems, conflicts, and ideas and explain their historical significance.</p>	x	x	x	x			x	x				x	x

2. Students discuss current events to better understand the world in which they live.	x	x	x	x			x	x			x	x	x
3. Students analyze the impact of historical events and people on present conditions, situations, or circumstances.	x	x	x	x			x	x			x	x	x
5. PEOPLE, PLACES, AND ENVIRONMENTS Students demonstrate an understanding of interrelationships among people, places, and environments.													
1. Students use charts, maps, and graphs to answer questions dealing with people, places, events, or environments.	x	x	x	x			x	x			x		
2. Students apply the themes of geography to topics being studied.	x	x	x	x			x	x			x		
3. Students demonstrate an ability to organize and process spatial information; i.e., You Are Here maps of various areas.	x	x	x	x			x	x			x		