



Ignite by Hatch™ and Mississippi College and Career Readiness Kindergarten Standards Alignment



THEME		Contemporary Health
SUBJECT	1	Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) (NHES 1)
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Health & Wellness/Level 8: Identifies personal actions that help prevent common communicable diseases
SUBJECT	3	Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH) (NHES 3)
		Physical Development/Health & Wellness/Level 11: Identifies different health care providers
SUBJECT	4	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S) (NHES 4)
		Social-Emotional Development/Social Awareness/Level 9: Identifies ways to engage in active listening
SUBJECT	5	Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) (NHES 5)
		Physical Development/Safety/Level 12: Identifies ways to reduce the risk of injury at home, at school and in their community
SUBJECT	6	Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) (NHES 6)
		Physical Development/Health & Wellness/Level 12: Makes an action plan to achieve a short-term personal health goal
SUBJECT	7	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA) (NHES 7)
		Physical Development/Health & Wellness/Level 12: Makes an action plan to achieve a short-term personal health goal
		Physical Development/Health & Wellness/Level 8: Identifies personal actions that help prevent common communicable diseases
		Physical Development/Nutrition/Level 8: Builds a balanced plate
		Physical Development/Safety/Level 12: Identifies ways to reduce the risk of injury at home, at school and in their community
		Physical Development/Self-Care/Level 6: Explores relaxing self-care activities
		Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations
		Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood
THEME	MS.K.PE.	Physical Education
SUBJECT	K.PE.1.	Demonstrate competency in motor skills and movement patterns/concepts needed to perform a variety of physical activities. (GM, FM, F)
STANDARD	K.PE.1.3.	Explore manipulative skills at an introductory level.
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand

SUBJECT	K.PE.2.	Demonstrate understanding of movement principles, strategies, and tactics as they apply to the learning, development and performance of physical activities. (GM, C, FM, AP, F)
STANDARD	K.PE.2.1.	Identify body parts (i.e., knee, foot, arm, etc.) and apply these to different movement activities.
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
SUBJECT	K.PE.5.	Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (L, F, P, S, AP)
STANDARD	K.PE.5.1.	Follow rules, procedures and safety practices while recognizing inappropriate behavior.
		Social-Emotional Development/Responsible Decision-Making/Level 9: Identifies examples of situations where self-management skills are important
		Social-Emotional Development/Social Awareness/Level 10: Demonstrates an understanding of fairness
STANDARD	K.PE.5.2.	Follow directions and work cooperatively with others during physical activity.
		Social-Emotional Development/Social Skills/Level 11: Understands the importance of teamwork.
		Social-Emotional Development/Social Skills/Level 12: Identifies ways to engage in teamwork
SUBJECT	K.PE.6.	Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, S, AP, L, C)
STANDARD	K.PE.6.2.	Develop skills while participating in different activities individually and while working with others.
		Social-Emotional Development/Social Skills/Level 11: Understands the importance of teamwork.
		Social-Emotional Development/Social Skills/Level 12: Identifies ways to engage in teamwork
THEME		Reading Literature
SUBJECT		Key Ideas and Details
STANDARD	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Listening Comprehension/Key Ideas and Details/Level 11: Identifies settings and major events in a story using key detail
		Literacy/Listening Comprehension/Key Ideas and Details/Level 12: Describes how two individuals, events, or pieces of information in a text are connected
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 9: Describes characters, setting, or events using illustrations and details in a story
STANDARD	RL.K.2.	With prompting and support, retell familiar stories, including key details.
		Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text

		Literacy/Listening Comprehension/Key Ideas and Details/Level 10: Retells a story demonstrating an understanding of the central message or lesson
STANDARD	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
		Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Listening Comprehension/Key Ideas and Details/Level 11: Identifies settings and major events in a story using key detail
		Literacy/Listening Comprehension/Key Ideas and Details/Level 12: Describes how two individuals, events, or pieces of information in a text are connected
		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 9: Describes characters, setting, or events using illustrations and details in a story
SUBJECT		Craft and Structure
STANDARD	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
		Literacy/Reading/Craft and Structure/Level 7: Recognizes common types of texts
		Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
STANDARD	RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
		Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each
SUBJECT		Integration of Knowledge and Ideas
STANDARD	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 9: Describes characters, setting, or events using illustrations and details in a story
STANDARD	RL.K.9.	With prompting and support, compare and contrast the adventures and experience of characters in familiar stories.
		Literacy/Reading/Integration of Knowledge and Ideas/Level 12: Identifies similarities and differences between two texts on the same topic
THEME		Reading Informational Text
SUBJECT		Key Ideas and Details
STANDARD	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.

		Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
		Literacy/Reading/Craft and Structure/Level 11: Identifies whether information has been provided by pictures or illustrations or by the words in a text
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 11: Identifies the reasons an author gives to support points in a text
STANDARD	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
		Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
		Literacy/Listening Comprehension/Key Ideas and Details/Level 10: Retells a story demonstrating an understanding of the central message or lesson
		Literacy/Listening Comprehension/Key Ideas and Details/Level 9: Identifies the main topic of a text
		Literacy/Reading/Craft and Structure/Level 11: Identifies whether information has been provided by pictures or illustrations or by the words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 11: Identifies the reasons an author gives to support points in a text
SUBJECT		Craft and Structure
STANDARD	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
		Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 6: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 7: Applies understanding of a range of cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 8: Applies understanding of some cross-curricular 1st grade level 2 tiers words
		Language & Communication Development/Vocabulary/Level 1: Understands color words
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text

STANDARD	RI.K.5.	Identify the front cover, back cover, and title page of a book.
		Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation
		Literacy/Concepts of Print/Level 4: Identifies book parts and features
STANDARD	RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
		Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each
SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
		Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
		Literacy/Reading/Craft and Structure/Level 11: Identifies whether information has been provided by pictures or illustrations or by the words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details
STANDARD	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
		Literacy/Reading/Craft and Structure/Level 11: Identifies whether information has been provided by pictures or illustrations or by the words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 10: Describes the key ideas of a text using illustrations and text details
		Literacy/Reading/Integration of Knowledge and Ideas/Level 11: Identifies the reasons an author gives to support points in a text
STANDARD	RI.K.9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Reading/Integration of Knowledge and Ideas/Level 12: Identifies similarities and differences between two texts on the same topic
SUBJECT		Print Concepts
STANDARD	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	RF.K.1a.	Follow words from left to right, top to bottom, and page by page.
		Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality
		Literacy/Concepts of Print/Level 7: Tracks written text along with spoken text
OBJECTIVE	RF.K.1b.	Recognize that spoken words are represented in written language by specific sequences of letters.
		Literacy/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Segmenting/Level 1: Identifies separate words within a sentence
OBJECTIVE	RF.K.1c.	Understand that words are separated by spaces in print.
		Literacy/Segmenting/Level 1: Identifies separate words within a sentence

OBJECTIVE	RF.K.1d.	Recognize and name all upper- and lowercase letters of the alphabet.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Alphabet Knowledge/Level 6: Identifies all 26 uppercase and lowercase letters
		Literacy/Alphabet Knowledge/Level 7: Rapidly identifies all 26 uppercase and lowercase letters
		Literacy/Concepts of Print/Level 6: Distinguishes between uppercase and lowercase letters
		Literacy/Letter-Sound Correspondence/Level 3: Identifies less than 10 letters based on their sound
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds
SUBJECT		Phonological Awareness
STANDARD	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE	RF.K.2a.	Recognize and produce rhyming words.
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
		Literacy/Rhyming/Level 2: Determines if two words rhyme
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
		Literacy/Rhyming/Level 6: Fills in rhyming words
OBJECTIVE	RF.K.2b.	Count, pronounce, blend, and segment syllables in spoken words.
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Blending/Level 3: Combines syllables to form words
		Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words
		Literacy/Blending/Level 5: Blends phonemes to form simple words
		Literacy/Blending/Level 6: Blend phonemes to form simple words quickly
		Literacy/Blending/Level 7: Blends phonemes to form one-syllable word with consonant digraphs
		Literacy/Blending/Level 8: Blends phonemes to form one-syllable words with consonant blends
		Literacy/Phonics/Decoding/Level 9: Determines the number of syllables in a printed word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
		Literacy/Segmenting/Level 2: Segments compound words into two words
		Literacy/Segmenting/Level 3: Deletes word from a compound word
		Literacy/Segmenting/Level 4: Segments words into syllables
		Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes
		Literacy/Segmenting/Level 6: Isolates final sounds in CVC words
		Literacy/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
		Literacy/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend
OBJECTIVE	RF.K.2c.	Blend and segment onsets and rimes of single syllable spoken words.
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Alliteration/Level 6: Sorts words with initial diagraphs by onset
		Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
		Literacy/Rhyming/Level 2: Determines if two words rhyme

		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
		Literacy/Rhyming/Level 6: Fills in rhyming words
OBJECTIVE	RF.K.2d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (constant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Alliteration/Level 6: Sorts words with initial diagraphs by onset
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
		Literacy/Segmenting/Level 2: Segments compound words into two words
		Literacy/Segmenting/Level 3: Deletes word from a compound word
		Literacy/Segmenting/Level 4: Segments words into syllables
		Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes
		Literacy/Segmenting/Level 6: Isolates final sounds in CVC words
		Literacy/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
OBJECTIVE	RF.K.2e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
		Literacy/Blending/Level 2: Adds missing word to form compound word.
		Literacy/Blending/Level 3: Combines syllables to form words
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
SUBJECT		Phonics and Word Recognition
STANDARD	RF.K.3.	Know and apply grade level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.K.3a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Alphabet Knowledge/Level 6: Identifies all 26 uppercase and lowercase letters
		Literacy/Alphabet Knowledge/Level 7: Rapidly identifies all 26 uppercase and lowercase letters
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds
		Literacy/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend
OBJECTIVE	RF.K.3b.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
		Literacy/Decoding/Level 6: Decode CVC words with short vowel sounds
		Literacy/Decoding/Level 8: Decodes CVCe words with long vowel sounds
		Literacy/Letter-Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds
		Literacy/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
OBJECTIVE	RF.K.3c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
		Literacy/High-Frequency Words/Level 6: Identifies the following sight words: the, can, is, a, I, see, on, he, she, at
		Literacy/High-Frequency Words/Level 7: Identifies the following sight words: to, in, you, it, was, that, his, and, for, are
		Literacy/High-Frequency Words/Level 8: Identifies the following sight words: of, with, they, be, this, have, from, we, look, my
OBJECTIVE	RF.K.3d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset

		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Alliteration/Level 6: Sorts words with initial digraphs by onset
		Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words
		Literacy/Blending/Level 7: Blends phonemes to form one-syllable word with consonant digraphs
		Literacy/Blending/Level 8: Blends phonemes to form one-syllable words with consonant blends
		Literacy/Decoding/Level 6: Decode CVC words with short vowel sounds
		Literacy/Decoding/Level 7: Decode CCVC words with consonant digraphs
		Literacy/Decoding/Level 8: Decodes CVCe words with long vowel sounds
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
		Literacy/Rhyming/Level 2: Determines if two words rhyme
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
		Literacy/Rhyming/Level 6: Fills in rhyming words
SUBJECT		Fluency
STANDARD	RF.K.4.	Read emergent reader texts with purpose and understanding.
		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
		Literacy/Comprehension-Fiction/Level 7: Recalls order of events after reading a text
		Literacy/Comprehension-Fiction/Level 8: Makes simple prediction and inferences about a text
		Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
		Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text

		Literacy/Comprehension-Non-Fiction/Level 8: Recalls order of procedures after reading a procedural text
		Literacy/High-Frequency Words/Level 6: Identifies the following sight words: the, can, is, a, I, see, on, he, she, at
		Literacy/High-Frequency Words/Level 7: Identifies the following sight words: to, in, you, it, was, that, his, and, for, are
		Literacy/High-Frequency Words/Level 8: Identifies the following sight words: of, with, they, be, this, have, from, we, look, my
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
		Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
		Literacy/Comprehension-Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
		Literacy/Comprehension-Non-Fiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
		Literacy/Comprehension-Fiction/Level 5: Interacts during a read-aloud with call and response or movements
		Literacy/Concepts of Print/Level 7: Tracks written text along with spoken text
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story

		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
		Literacy/Key Ideas & Details/Level 6: Recalls several facts from expository text
		Literacy/Key Ideas & Details/Level 7: Makes text to text connections
		Literacy/Key Ideas & Details/Level 8: Draws picture to summarize text and labels key details
STANDARD	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.
OBJECTIVE	L.K.1a.	Print many upper and lowercase letters.
		Literacy/Writing Development/Level 4: Writes letter strings
		Literacy/Writing Development/Level 5: Writes letter strings with spaces
		Literacy/Writing Development/Level 6: Labels picture with at least the initial sound
OBJECTIVE	L.K.1b.	Use frequently occurring nouns and verbs.
		Language & Communication Development/Conventions of Language/Level 8: Demonstrates understanding of matching verbs to singular and plural nouns in basic sentences
OBJECTIVE	L.K.1c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
		Language & Communication Development/Conventions of Language/Level 3: Demonstrates understanding of regular plural nouns
		Language & Communication Development/Conventions of Language/Level 8: Demonstrates understanding of matching verbs to singular and plural nouns in basic sentences
OBJECTIVE	L.K.1d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
OBJECTIVE	L.K.1e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, of, for, of, by, with).
		Language & Communication Development/Conventions of Language/Level 6: Demonstrates understanding of prepositions within sentences
STANDARD	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.K.2a.	Capitalize the first word in a sentence and the pronoun I.
		Literacy/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
OBJECTIVE	L.K.2b.	Recognize and name end punctuation.
		Literacy/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
OBJECTIVE	L.K.2c.	Write a letter or letters for most consonant and short vowel sounds (phonemes).

		Literacy/Decoding/Level 6: Decode CVC words with short vowel sounds
		Literacy/Letter-Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds
		Literacy/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
		Literacy/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend
OBJECTIVE	L.K.2d.	Spell simple words phonetically, drawing on knowledge of sound letter relationships.
		Literacy/Writing Development/Level 7: Uses invented or phonetic spelling
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.K.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.
OBJECTIVE	L.K.4a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
		Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 6: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 7: Applies understanding of a range of cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 8: Applies understanding of some cross-curricular 1st grade level 2 tiers words
		Language & Communication Development/Vocabulary/Level 1: Understands color words
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Language & Communication Development/Vocabulary/Level 6: Demonstrates understanding of basic multiple meaning words
		Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text
OBJECTIVE	L.K.4b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
		Language & Communication/Vocabulary/Level 10: Use frequently occurring prefixes as a clue to the meaning of a word
		Language & Communication/Vocabulary/Level 11: Use frequently occurring suffixes as a clue to the meaning of a word
		Language & Communication/Vocabulary/Level 12: Identify frequently occurring root words and their inflectional forms
		Literacy/Phonics/Decoding/Level 11: Reads words with inflectional endings
STANDARD	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
OBJECTIVE	L.K.5a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Language & Communication/Vocabulary/Level 9: Sorts words into categories in order to understand the concepts the categories represent
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 5: Sorts words by onset

		Literacy/Alliteration/Level 6: Sorts words with initial digraphs by onset
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
OBJECTIVE	L.K.5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
		Language & Communication Development/Vocabulary/Level 4: Demonstrates understanding of common antonyms
OBJECTIVE	L.K.5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
		Language & Communication Development/Vocabulary/Level 3: Demonstrates understanding of comparative adjectives
		Language & Communication Development/Vocabulary/Level 7: Makes connections between shades of verbs and adjectives
STANDARD	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
		Language & Communication Development/Academic Vocabulary/Level 4: Applies understanding of cross-curricular prekindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 5: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 6: Applies understanding of some cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 7: Applies understanding of a range of cross-curricular kindergarten level tier 2 words
		Language & Communication Development/Academic Vocabulary/Level 8: Applies understanding of some cross-curricular 1st grade level 2 tiers words
		Language & Communication Development/Receptive Language/Level 1: Shows understanding of basic words
		Language & Communication Development/Vocabulary/Level 1: Understands color words
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Language & Communication/Vocabulary/Vocabulary/Level 8B: Identifies real-life connections between words and their uses
		Literacy/Comprehension-Non-Fiction/Level 7: Demonstrates understanding of content specific vocabulary used in a text
THEME	MS.MP.	Standards for Mathematical Practice
SUBJECT	MP.1.	Make sense of problems and persevere in solving them.
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters
		Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0-5
		Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0-10
		Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11-20

		Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100
		Mathematics/Geometry/Reasoning with Shapes/Level 10: Draws shapes to possess defining attributes
		Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.
		Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape
		Mathematics/Geometry/Reasoning with Shapes/Level 9: Distinguishes between defining attributes and non-defining attributes
		Mathematics/Math Applications/Measurement/Level 10: Tells time in hours and half-hours using analog and digital clocks
		Mathematics/Math Applications/Measurement/Level 11: Writes time in hours and half-hours using analog and digital clocks
		Mathematics/Math Applications/Measurement/Level 12: Compares and contrasts data points on graphs with three categories
		Mathematics/Math Applications/Measurement/Level 9: Expresses the length of an object as a whole number of length units
		Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation
		Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns
		Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
		Mathematics/Operations and Algebraic Thinking/Addition/Level 10: Solves addition word problems of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations.
		Mathematics/Operations and Algebraic Thinking/Addition/Level 11: Adds using properties of operations (commutative and associative properties of addition)
		Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.
		Mathematics/Operations and Algebraic Thinking/Addition/Level 9: Solves addition word problems within 20.
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 10: Solves subtraction problems by knowing the missing addend (i.e. Subtract 10-7 by knowing what number makes 10 when added to 7).
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 11: Subtracts using properties of operations (commutative and associative properties of addition)
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 12: Subtracts fluently within 20.
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 9: Solves subtraction word problems within 20.
SUBJECT	MP.4.	Model with mathematics.
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes

		Mathematics/Geometry/Reasoning with Shapes/Level 10: Draws shapes to possess defining attributes
		Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.
		Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape
		Mathematics/Geometry/Reasoning with Shapes/Level 9: Distinguishes between defining attributes and non-defining attributes
		Mathematics/Geometry/Spatial Relationships/Level 6: Uses simple sketches, models, or maps to locate objects
		Mathematics/Geometry/Spatial Relationships/Level 7: Understands that shapes remain the same when they are moved, turned, flipped, or slid
		Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)
		Mathematics/Math Applications/Measurement/Level 10: Tells time in hours and half-hours using analog and digital clocks
		Mathematics/Math Applications/Measurement/Level 11: Writes time in hours and half-hours using analog and digital clocks
		Mathematics/Math Applications/Measurement/Level 12: Compares and contrasts data points on graphs with three categories
		Mathematics/Math Applications/Measurement/Level 9: Expresses the length of an object as a whole number of length units
		Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation
		Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns
		Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
		Mathematics/Operations and Algebraic Thinking/Addition/Level 10: Solves addition word problems of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations.
		Mathematics/Operations and Algebraic Thinking/Addition/Level 11: Adds using properties of operations (commutative and associative properties of addition)
		Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.
		Mathematics/Operations and Algebraic Thinking/Addition/Level 9: Solves addition word problems within 20.
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 10: Solves subtraction problems by knowing the missing addend (i.e. Subtract 10-7 by knowing what number makes 10 when added to 7).
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 11: Subtracts using properties of operations (commutative and associative properties of addition)
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 12: Subtracts fluently within 20.
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 9: Solves subtraction word problems within 20.
THEME	MS.K.CC.	Counting and Cardinality (CC)
SUBJECT		Know number names and the count sequence
STANDARD	K.CC.1.	Count to 100 by ones and by tens.
		Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20
		Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100

		Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20
		Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.
		Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects
		Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects
		Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects
STANDARD	K.CC.2.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
		Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
		Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10
		Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size
		Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
		Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0-5
		Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0-10
		Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11-20
		Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20
		Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"
		Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects
		Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects
		Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
		Mathematics/Subitizing/Level 6: Instantly recognizes collections up to 5 when collections contain two colors (conceptual subitizing)
		Mathematics/Subitizing/Level 7: Instantly recognizes collections up to 10 that are made by combining two smaller groupers (conceptual subitizing)
		Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)
SUBJECT		Count to tell the number of objects
STANDARD	K.CC.4.	Understand the relationship between numbers and quantities; connect counting to cardinality.
OBJECTIVE	K.CC.4.a.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
		Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence
		Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets
		Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10
		Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size

		Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line
		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"
		Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects
		Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects
		Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)
OBJECTIVE	K.CC.4.b.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
		Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence
		Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets
		Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10
		Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size
		Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line
		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"
		Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects
		Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects
		Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)
OBJECTIVE	K.CC.4.c.	Understand that each successive number name refers to a quantity that is one larger.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
		Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
		Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10
		Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size
		Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
		Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0-5

		Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0-10
		Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11-20
		Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20
		Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line
		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"
		Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects
		Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects
		Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
		Mathematics/Subitizing/Level 6: Instantly recognizes collections up to 5 when collections contain two colors (conceptual subitizing)
		Mathematics/Subitizing/Level 7: Instantly recognizes collections up to 10 that are made by combining two smaller groupers (conceptual subitizing)
		Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)

STANDARD	K.CC.5.	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
		Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence
		Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets
		Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10
		Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size
		Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line
		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"
		Mathematics/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Set Counting/Level 6: Counts sets of up to 20 objects
		Mathematics/Set Counting/Level 7: Produces sets of up to 20 objects
		Mathematics/Set Counting/Level 8: Counts sets of up to 30 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)
SUBJECT		Compare numbers
STANDARD	K.CC.6.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

		Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets
		Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10
		Mathematics/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size
		Mathematics/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
		Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters
STANDARD	K.CC.7.	Compare two numbers between 1 and 20 presented as written numerals.
		Mathematics/Number Sequencing/Level 2: Orders quantities 0-5
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Number Sequencing/Level 6: Orders numerals 0 to 10 forward and backward
		Mathematics/Number Sequencing/Level 8: Names the number that comes before or after 11-20
THEME	MS.K.OA.	Operations and Algebraic Thinking (OA)
SUBJECT		Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
STANDARD	K.OA.1.	Represent addition and subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
		Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
		Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Operations and Algebraic Thinking/Addition/Level 10: Solves addition word problems of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations.
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 11: Subtracts using properties of operations (commutative and associative properties of addition)
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 9: Solves subtraction word problems within 20.

		Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
		Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)
		Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
STANDARD	K.OA.2.	Solve addition and subtraction word problems within 10 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions by using objects or drawings to represent the problem.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
		Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
		Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation
		Mathematics/Operations and Algebraic Thinking/Addition/Level 10: Solves addition word problems of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations.
		Mathematics/Operations and Algebraic Thinking/Addition/Level 11: Adds using properties of operations (commutative and associative properties of addition)
		Mathematics/Operations and Algebraic Thinking/Addition/Level 9: Solves addition word problems within 20.
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 11: Subtracts using properties of operations (commutative and associative properties of addition)
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 9: Solves subtraction word problems within 20.
		Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
		Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)
		Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
STANDARD	K.OA.3.	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
		Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
		Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
		Mathematics/Composing Shapes/Level 6: Draws basic 2-dimensional shapes
		Mathematics/Composing Shapes/Level 7: Composes simple shapes to form larger shapes
		Mathematics/Composing Shapes/Level 8: Partition shapes into simple shapes
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters
		Mathematics/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole
		Mathematics/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole
		Mathematics/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11-20
		Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
		Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)
		Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
STANDARD	K.OA.4.	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
		Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
		Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
		Mathematics/Composing Shapes/Level 6: Draws basic 2-dimensional shapes
		Mathematics/Composing Shapes/Level 7: Composes simple shapes to form larger shapes
		Mathematics/Composing Shapes/Level 8: Partition shapes into simple shapes

		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Numerical Writing/Level 3: Distinguishes between numbers and letters
		Mathematics/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole
		Mathematics/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole
		Mathematics/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11-20
		Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
		Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)
		Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
STANDARD	K.OA.5.	Fluently add and subtract within 5.
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
		Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
		Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
		Mathematics/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10
		Mathematics/Composing Shapes/Level 6: Draws basic 2-dimensional shapes
		Mathematics/Composing Shapes/Level 7: Composes simple shapes to form larger shapes
		Mathematics/Composing Shapes/Level 8: Partition shapes into simple shapes
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole
		Mathematics/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole
		Mathematics/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11-20
		Mathematics/Operations and Algebraic Thinking/Addition/Level 12: Adds fluently within 20.

		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 10: Solves subtraction problems by knowing the missing addend (i.e. Subtract 10-7 by knowing what number makes 10 when added to 7).
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 12: Subtracts fluently within 20.
		Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
		Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)
		Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
THEME	MS.K.NBT.	Number and Operations in Base Ten (NBT)
SUBJECT		Work with numbers 11-19 to gain foundations for place value
STANDARD	K.NBT.1.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$).
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears)
		Mathematics/Addition/Level 7: Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?)
		Mathematics/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
		Mathematics/Composing Shapes/Level 6: Draws basic 2-dimensional shapes
		Mathematics/Composing Shapes/Level 7: Composes simple shapes to form larger shapes
		Mathematics/Composing Shapes/Level 8: Partition shapes into simple shapes
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11-20 as an equation
		Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters
		Mathematics/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole
		Mathematics/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole
		Mathematics/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11-20
		Mathematics/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
		Mathematics/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)

		Mathematics/Subtraction/Level 8: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)
THEME	MS.K.MD.	Measurement and Data (MD)
SUBJECT		Describe and compare measurable attributes
STANDARD	K.MD.1.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
		Mathematics/Math Applications/Measurement/Level 9: Expresses the length of an object as a whole number of length units
		Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height
		Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
		Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object
		Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height
		Mathematics/Measurement/Level 6: Indirectly compares the length of two objects by using a third object
		Mathematics/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects
		Mathematics/Measurement/Level 8: Uses standard measurement tools to compare two objects
STANDARD	K.MD.2.	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
		Mathematics/Math Applications/Measurement/Level 12: Compares and contrasts data points on graphs with three categories
		Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height
		Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
		Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object
		Mathematics/Measurement/Level 4: Fills in containers with objects to compare volumes
		Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height
		Mathematics/Measurement/Level 6: Indirectly compares the length of two objects by using a third object
		Mathematics/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects
		Mathematics/Measurement/Level 8: Uses standard measurement tools to compare two objects
		Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
SUBJECT		Classify objects and count the number of objects in each category
STANDARD	K.MD.3.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
		Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute
		Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute
		Mathematics/Classification & Data/Level 3: Matches similar objects
		Mathematics/Classification & Data/Level 4: Identifies objects given two attributes
		Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes
THEME	MS.K.G.	Geometry (G)

SUBJECT		Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
STANDARD	K.G.1.	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)
		Mathematics/Spatial Relationships/Level 1: Follows simple directions related to position (in, on, off, over, under)
		Mathematics/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)
		Mathematics/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)
		Mathematics/Spatial Relationships/Level 4: Follows simple directions related to frames of reference (behind, left, right, in front of, to this side of, above, below)
		Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
STANDARD	K.G.2.	Correctly name shapes regardless of their orientations or overall size.
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
		Mathematics/2-D Shapes/Level 6: Describes attributes of basic 2-dimensional shapes
		Mathematics/2-D Shapes/Level 7: Compares 2-dimensional shapes
		Mathematics/2-D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)
		Mathematics/Composing/Level 6: Identifies the missing part to complete wholes up to 5
		Mathematics/Composing/Level 7: Identifies the missing part to complete wholes up to 10
		Mathematics/Composing/Level 8: Uses understanding of place value to compose numbers between 11-20
		Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.
		Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape
SUBJECT		Analyze, compare, create, and compose shapes
STANDARD	K.G.4.	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape

		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
		Mathematics/2-D Shapes/Level 6: Describes attributes of basic 2-dimensional shapes
		Mathematics/2-D Shapes/Level 7: Compares 2-dimensional shapes
		Mathematics/2-D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)
		Mathematics/Composing/Level 6: Identifies the missing part to complete wholes up to 5
		Mathematics/Composing/Level 7: Identifies the missing part to complete wholes up to 10
		Mathematics/Composing/Level 8: Uses understanding of place value to compose numbers between 11-20
		Mathematics/Geometry/Reasoning with Shapes/Level 10: Draws shapes to possess defining attributes
		Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.
		Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape
		Mathematics/Geometry/Reasoning with Shapes/Level 9: Distinguishes between defining attributes and non-defining attributes
STANDARD	K.G.5.	Model objects in the world by drawing two-dimensional shapes and building three-dimensional shapes.
		Mathematics/Composing/Level 6: Identifies the missing part to complete wholes up to 5
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
		Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)
STANDARD	K.G.6.	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
		Mathematics/Composing/Level 7: Identifies the missing part to complete wholes up to 10
		Mathematics/Composing/Level 8: Uses understanding of place value to compose numbers between 11-20
		Mathematics/Geometry/Reasoning with Shapes/Level 11: Builds two-dimensional shapes to create a composite shape and then composes new shapes from the composite shape.
		Mathematics/Geometry/Reasoning with Shapes/Level 12: Demonstrates understanding of two or four equal shares of a partitioned shape
THEME	MS.L.K.	KINDERGARTEN: Life Science
SUBJECT		Hierarchical Organization
STANDARD	L.K.1A.	Students will demonstrate an understanding of living and nonliving things.

OBJECTIVE	L.K.1A.1.	With teacher guidance, conduct an investigation of living organisms and nonliving objects in various real-world environments to define characteristics of living organisms that distinguish them from nonliving things (e.g., playground, garden, school grounds).
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
SUBJECT		Reproduction and Heredity
STANDARD	L.K.2.	Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.
OBJECTIVE	L.K.2.1.	Use informational text or other media to make observations about plants as they change during the life cycle (e.g., germination, growth, reproduction, and death) and use models (e.g., drawing, writing, dramatization, or technology) to communicate findings.
		Science & Technology/Life Science/Level 12: Demonstrates an understanding of how young plants and animals are like, but not exactly like, their parents.
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
OBJECTIVE	L.K.2.3.	With teacher guidance, conduct a structured investigation to observe and measure (comparison of lengths) the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawing or writing.
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
OBJECTIVE	L.K.2.4.	Use observations to explain that young plants and animals are like but not exactly like their parents (i.e., puppies look similar, but not exactly like their parents).
		Science & Technology/Life Science/Level 12: Demonstrates an understanding of how young plants and animals are like, but not exactly like, their parents.
SUBJECT		Ecology and Interdependence
STANDARD	L.K.3A.	Students will demonstrate an understanding of what animals and plants need to live and grow.
OBJECTIVE	L.K.3A.1.	With teacher guidance, conduct a structured investigation to determine what plants need to live and grow (water, light, and a place to grow). Measure growth by directly comparing plants with other objects.
		Science & Technology/Earth Science/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
		Science & Technology/Life Science/Level 9: Compares and contrasts the basic needs of plants and animals
OBJECTIVE	L.K.3A.2.	Construct explanations using observations to describe and report what animals need to live and grow (food, water, shelter, and space).
		Science & Technology/Earth Science/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live

		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
		Science & Technology/Life Science/Level 9: Compares and contrasts the basic needs of plants and animals
THEME	MS.P.K.	KINDERGARTEN: Physical Science
SUBJECT		Organization of Matter and Chemical Interactions
STANDARD	P.K.5A.	Students will demonstrate an understanding of the solid and liquid states of matter.
OBJECTIVE	P.K.5A.2.	Describe and compare the properties of different materials (e.g., wood, plastic, metal, cloth, paper) and classify these materials by their observable characteristics (visual, aural, or natural textural) and by their physical properties (weight, volume, solid or liquid, and sink or float).
		Science & Technology/Earth Science/Level 1: Identifies materials in the environment
		Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or humanmade material
		Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials
		Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties
THEME	MS.E.K.	KINDERGARTEN: Earth and Space Science
SUBJECT		Earth and the Universe
STANDARD	E.K.8A.	Students will demonstrate an understanding of the pattern of seasonal changes on the Earth.
OBJECTIVE	E.K.8A.1.	Construct an explanation of the pattern of the Earth's seasonal changes in the environment using evidence from observations.
		Science & Technology/Earth Science/Level 10: Describes seasonal patterns of change by analyzing data
		Science & Technology/Earth Science/Level 12: Describes the relationship between the amount of daylight and the time of year
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
STANDARD	E.K.8B.	Students will demonstrate an understanding that the Sun provides the Earth with heat and light.
OBJECTIVE	E.K.8B.1.	With teacher guidance, generate and answer questions to develop a simple model, which describes observable patterns of sunlight on the Earth's surface (day and night).
		Science & Technology/Earth Science/Level 12: Describes the relationship between the amount of daylight and the time of year
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
OBJECTIVE	E.K.8B.2.	With teacher guidance, develop questions to conduct a structured investigation to determine how sunlight affects the temperature of the Earth's natural resources (e.g., sand, soil, rocks, and water).
		Science & Technology/Earth Science/Level 12: Describes the relationship between the amount of daylight and the time of year
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment

OBJECTIVE	E.K.8B.3.	Develop a device (i.e., umbrella, shade structure, or hat) which would reduce heat from the sun (temperature) using an engineering design process to define the problem, design, construct, evaluate, and improve the device.
		Science & Technology/Earth Science/Level 12: Describes the relationship between the amount of daylight and the time of year
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
SUBJECT		Earth's Resources
STANDARD	E.K.10.	Students will demonstrate an understanding of how humans use Earth's resources.
OBJECTIVE	E.K.10.1.	Participate in a teacher-led activity to gather, organize and record recyclable materials data on a chart or table using technology. Communicate results.
		Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
OBJECTIVE	E.K.10.2.	With teacher guidance, develop questions to conduct a structured investigation to determine ways to conserve Earth's resources (i.e., reduce, reuse, and recycle) and communicate results.
		Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
OBJECTIVE	E.K.10.3.	Create a product from the reused materials that will meet a human need (e.g., pencil holder, musical instrument, bird feeder). Use an engineering design process to define the problem, design, construct, evaluate, and improve the product.
		Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
THEME		Kindergarten - Citizenship at Home and School
SUBJECT		CIVICS
STANDARD	K.CI.1.	Demonstrate how to be a productive citizen.
OBJECTIVE	K.CI.1.2.	Define a productive citizen and citizenship.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Civics & Citizenship/Level 12: Explores how the influence of citizens can influence policy decisions
		Social Studies/Civics & Citizenship/Level 9: Identifies the rights and responsibilities of citizens
OBJECTIVE	K.CI.1.3.	Describe character traits of productive citizens.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Civics & Citizenship/Level 12: Explores how the influence of citizens can influence policy decisions
		Social Studies/Civics & Citizenship/Level 9: Identifies the rights and responsibilities of citizens
OBJECTIVE	K.CI.1.4.	List examples of productive citizenship at home and school.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond

		Social Studies/Civics & Citizenship/Level 12: Explores how the influence of citizens can influence policy decisions
		Social Studies/Civics & Citizenship/Level 9: Identifies the rights and responsibilities of citizens
STANDARD	K.CI.2.	Examine the purpose of rules and consequences.
OBJECTIVE	K.CI.2.2.	Recognize that leaders and authority figures establish rules to provide order, security, and safety.
		Social Studies/Community Awareness/Level 5: Identify community helpers (within a community/neighborhood)
		Social Studies/Community Awareness/Level 6: Explores ways to help community helpers do their work in the community
SUBJECT		ECONOMICS
STANDARD	K.E.1.	Analyze how money is earned and used.
OBJECTIVE	K.E.1.4.	Distinguish saving from spending.
		Social Studies/Economics/Level 10: Demonstrates an understanding that the decisions that people make are influenced by the trade-offs of different options
		Social Studies/Economics/Level 12: Describes how consumers will react to rising and falling prices for goods and services
STANDARD	K.E.2.	Distinguish goods from services.
OBJECTIVE	K.E.2.1.	Define goods and services.
		Social Studies/Economics/Economics/Level 8: Demonstrates an understanding of the production, distribution, and consumption of goods and services in their school and community
		Social Studies/Economics/Level 12: Describes how consumers will react to rising and falling prices for goods and services
OBJECTIVE	K.E.2.2.	Identify and classify examples of goods and services.
		Social Studies/Economics/Economics/Level 8: Demonstrates an understanding of the production, distribution, and consumption of goods and services in their school and community
		Social Studies/Economics/Level 12: Describes how consumers will react to rising and falling prices for goods and services
OBJECTIVE	K.E.2.3.	Explain how goods and services are obtained.
		Social Studies/Economics/Economics/Level 8: Demonstrates an understanding of the production, distribution, and consumption of goods and services in their school and community
		Social Studies/Economics/Level 10: Demonstrates an understanding that the decisions that people make are influenced by the trade-offs of different options
		Social Studies/Economics/Level 12: Describes how consumers will react to rising and falling prices for goods and services
STANDARD	K.E.3.	Differentiate needs from wants.
OBJECTIVE	K.E.3.1.	Define needs and wants.
		Social Studies/Economics/Level 10: Demonstrates an understanding that the decisions that people make are influenced by the trade-offs of different options
		Social Studies/Economics/Level 12: Describes how consumers will react to rising and falling prices for goods and services
		Social Studies/Economics/Level 9: Describes the differences between wants and needs
OBJECTIVE	K.E.3.2.	Classify items as needs or wants.
		Social Studies/Economics/Level 10: Demonstrates an understanding that the decisions that people make are influenced by the trade-offs of different options

		Social Studies/Economics/Level 12: Describes how consumers will react to rising and falling prices for goods and services
		Social Studies/Economics/Level 9: Describes the differences between wants and needs
OBJECTIVE	K.E.3.3.	Compare and contrast needs and wants.
		Social Studies/Economics/Level 10: Demonstrates an understanding that the decisions that people make are influenced by the trade-offs of different options
		Social Studies/Economics/Level 12: Describes how consumers will react to rising and falling prices for goods and services
		Social Studies/Economics/Level 9: Describes the differences between wants and needs
SUBJECT		CIVIL RIGHTS
STANDARD	K.CR.1.	Explore the similarities and differences of individuals and families.
OBJECTIVE	K.CR.1.1.	Define similarity and difference.
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social Studies/Self-Identity/Level 8B: Draws two pictures of themselves to show how they have changed over time
OBJECTIVE	K.CR.1.2.	Identify examples of similarities and differences.
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social Studies/Self-Identity/Level 8B: Draws two pictures of themselves to show how they have changed over time
OBJECTIVE	K.CR.1.3.	Explain the importance of both similarities and differences to individuals, families, and communities.
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social Studies/Self-Identity/Level 8B: Draws two pictures of themselves to show how they have changed over time
STANDARD	K.CR.2.	Examine diversity in the classroom.
OBJECTIVE	K.CR.2.1.	Define unity and diversity.
		Social Studies/Culture/Level 11: Describes the value of both cultural unity and diversity
		Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe
OBJECTIVE	K.CR.2.2.	Identify types of diversity in the classroom (e.g., cultural, ethnic, students with disabilities, etc.).

		Social Studies/Culture/Level 11: Describes the value of both cultural unity and diversity
		Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe
OBJECTIVE	K.CR.2.3.	Propose different ways to encourage unity and appreciate diversity at home and within the classroom.
		Social Studies/Culture/Level 11: Describes the value of both cultural unity and diversity
		Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe
STANDARD	K.CR.3.	Identify the cultural origins and explore the customs, traditions, and celebrations of families and schools.
OBJECTIVE	K.CR.3.1.	Describe family customs, traditions, and celebrations held by members of the class and their families (e.g., literature, language, games, songs, dances, etc.).
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
OBJECTIVE	K.CR.3.3.	Compare and contrast school customs, traditions, and celebrations with those of home and family.
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
SUBJECT		GEOGRAPHY
STANDARD	K.G.1.	Establish an individual sense of place.
OBJECTIVE	K.G.1.2.	Identify elements of a physical address.
		Social Studies/Self-Identity/Level 2: Draws a picture of his/her home
THEME		Mississippi College- and Career-Readiness Standards for Computer Science
SUBJECT		Level 1A: GRADES K-2 - Impacts of Computing
STANDARD	IC.1A.	Impacts of Computing (IC.1A)
OBJECTIVE	IC.1A.1.	Compare how people live and work before and after the implementation or adoption of new computing technology. [CULTURE] (P7.0)
OBJECTIVE	IC.1A.1a.	Students should be able to compare how people live and work before and after the implementation or adoption of new computing technology.
		Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools
STANDARD	IC.1A.	Impacts of Computing (IC.1A)
OBJECTIVE	IC.1A.3.	Keep login information private and log off of devices appropriately. [SAFETY, LAW, & ETHICS] (P7.3)
OBJECTIVE	IC.1A.3b.	Students should know to always log off properly on any device used.
		Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools