

Kindergarten

ELA: Literature (A - Fiction) & Informational Text (B - Non-Fiction)	
Standards Statement	
1. (A) (B) With prompting and support, ask and answer questions about key details in a text.	
<input type="checkbox"/>	Explain that a key detail is important to the text
Standards Statement	
2. (A) With prompting and support, retell familiar stories, including key details. (B) Identify the main topic and retell key details of a text.	
<input type="checkbox"/>	Retell familiar stories
Standards Statement	
3. (A) With prompting and support, identify characters, settings, major events in a story.	
<input type="checkbox"/>	Identify character
<input type="checkbox"/>	Identify settings
<input type="checkbox"/>	Identify major events
<input type="checkbox"/>	Identify individuals, events or pieces of information in a text.
<input type="checkbox"/>	Describe a connection between two individuals in a text.
(B) Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<input type="checkbox"/>	Describe a connection between two events in a text.
<input type="checkbox"/>	Describe a connection between two individuals in a text.
<input type="checkbox"/>	Describe a connection between two ideas or pieces of information in a text.
<input type="checkbox"/>	Understand the difference between literature and informational text.
Standards Statement	
4. (A) (B) With prompting and support ask and answer questions about unknown words in a text.	
<input type="checkbox"/>	Identify unknown words in a text
<input type="checkbox"/>	Ask questions about unknown words in a text
<input type="checkbox"/>	Answer questions about unknown words in a text
Standards Statement	
5. (A) Recognize common types of texts (e.g., storybooks, poem	
<input type="checkbox"/>	Recognize and identify storybooks and poems
(B) Identify the front cover, back cover, and title page of a book.	
<input type="checkbox"/>	Identify the front cover
<input type="checkbox"/>	Identify the back cover
<input type="checkbox"/>	Identify the title page

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ELA: Literature (A - Fiction) & Informational Text (B - Non-Fiction) – Cont.	
Standards Statement	
6. (A) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
<input type="checkbox"/>	Define author
<input type="checkbox"/>	Name the author
<input type="checkbox"/>	Define illustrator
<input type="checkbox"/>	Define the role of author
<input type="checkbox"/>	Define the role of illustrator
(B) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
<input type="checkbox"/>	Define illustrator
<input type="checkbox"/>	Name the illustrator
<input type="checkbox"/>	Define the role of author
<input type="checkbox"/>	Define the role of illustrator
Standards Statement	
7. (A) 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).	
<input type="checkbox"/>	Describe what I see and why
<input type="checkbox"/>	Explain why the illustrations are in the story.
(B) 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).	
<input type="checkbox"/>	Identify the part of the story shown in the illustrations
<input type="checkbox"/>	Explain why the illustrations are in the text.
Standards Statement	
8. (B) With prompting and support, identify the reasons an author gives to support points in a text.	
<input type="checkbox"/>	Identify reasons an author gives to support the main idea of the text
Standards Statement	
9. (A) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
<input type="checkbox"/>	Compare (tell how alike) the adventures of characters in familiar stories
<input type="checkbox"/>	Contrast (tell how different) the adventures of characters in familiar stories

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ELA: Literature (A - Fiction) & Informational Text (B - Non-Fiction)– Cont.

(B) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Identify basic similarities (tell how alike) between two texts on the same topic

Identify basic differences between two texts topic

Standards Statement

10. (A) (B) Actively engage in group reading activities with purpose and understanding.

Follow the rules for active listening

Ask questions about what was read

Answer questions about what was read

Reading Foundational Skills

Standards Statement

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Read books from left to right

Turn pages from front to back

Recognize that words are letters put together

Can show spaces between words

Can identify upper and lowercase letters

Recognize all uppercase letters

Recognize all lowercase letters

Standards Statement

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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Reading Foundational Skills – Cont.

- Explain rhyming words
- Give examples of rhyming words
- Blend syllables to say a word
- Identify the beginning sound, vowel sound and end sound of words
- Blend sounds to say a single word
- Create new words by adding or changing the beginning, middle, or end sounds

Standards Statement

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words

- Say common sound of consonants
- Say common vowel sounds
- Recognize common spellings of the five major vowels
- Read common high-frequency words by sight
- Tell the difference between similarly spelled words
- Recognize common sight words
- Read a text with common sight words

Standards Statement

4. Read emergent-reader texts with purpose and understanding.

Writing

Standards Statement

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or 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...*).

- Tell the topic of a book
- Choose a topic and write about it using words and drawings
- Give an opinion about the topic.

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Writing – Cont.	
Standards Statement	
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
<input type="checkbox"/>	Choose a topic and write about it using words and drawings.
Standards Statement	
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
<input type="checkbox"/>	Describe my feelings about a story
<input type="checkbox"/>	Tell a story in the order the events occurred.
Standards Statement	
4. (Begins in grade 3)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
<input type="checkbox"/>	Listen to suggestions to help my writing
<input type="checkbox"/>	Add details
Standards Statement	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
<input type="checkbox"/>	Use digital tools to publish my writing
Standards Statement	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
<input type="checkbox"/>	Participate in writing topics with others
<input type="checkbox"/>	Express my opinion about an author's books
Standards Statement	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<input type="checkbox"/>	Answer questions using recall from experiences.
Standards Statement	
9. (Begins in grade 4)	

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Speaking & Listening	
Standards Statement	
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	
<input type="checkbox"/>	Follow rules for discussions
<input type="checkbox"/>	Join in the discussion
Standards Statement	
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.	
<input type="checkbox"/>	Demonstrate understanding of read aloud information
Standards Statement	
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
<input type="checkbox"/>	Ask questions to better understand
<input type="checkbox"/>	Answer questions to better understand information read aloud.
Standards Statement	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
<input type="checkbox"/>	Use details to describe familiar people
<input type="checkbox"/>	Use details to describe familiar places
<input type="checkbox"/>	Use details to describe familiar things
<input type="checkbox"/>	Use details to describe familiar events
Standards Statement	
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	
<input type="checkbox"/>	Use drawings (visual displays) to add detail
Standards Statement	
6. Speak audibly and express thoughts, feelings, and ideas clearly.	
<input type="checkbox"/>	Orally share my thoughts, feelings and ideas

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Language	
Standards Statement	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities.	
<input type="checkbox"/>	Print upper case letters
<input type="checkbox"/>	Print lower case letter
<input type="checkbox"/>	Use common nouns and verbs correctly
<input type="checkbox"/>	Use questions words correctly
<input type="checkbox"/>	Use prepositions correctly
<input type="checkbox"/>	Use complete sentences
Standards Statement	
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
<input type="checkbox"/>	Capitalize the first word of a sentence
<input type="checkbox"/>	Capitalize the pronoun I
<input type="checkbox"/>	Name and recognize end punctuations
<input type="checkbox"/>	Write the letters for most consonant and vowel sounds
<input type="checkbox"/>	Spell simple word phonetically
Standards Statement	
3. N/A	

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Language	
Standards Statement	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	
<input type="checkbox"/>	Identify words that have more than one meaning
<input type="checkbox"/>	Name prefixes and suffixes
<input type="checkbox"/>	Use prefixes and suffixes as a clue to help me with the meaning of words
Standards Statement	
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	
<input type="checkbox"/>	Sort common objects into categories
<input type="checkbox"/>	Name the opposites of frequently used verbs and adjectives
<input type="checkbox"/>	Identify real-life connections between words and their uses
Standards Statement	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
<input type="checkbox"/>	Use new words and phrases

Kindergarten

Daily & Seasonal Changes (ESS)

Content Statement

1. Weather changes are long-term and short-term.

- Recognize that air is a nonliving substance that surrounds Earth and that wind is air that is moving.
- Collect weather measurements on a regular basis (wind, temperature, precipitation).
- Compare, explain and discuss collected weather measurements at daily, weekly, and monthly intervals.
- Analyze collected weather measurements to compare seasons that can be identified by the patterns that were measured throughout the year.
- Use technology to compare classroom data to local data, study weather events, communicate and share data with other classrooms, and record classroom data.
- Describe yearly weather changes (seasons) as observable patterns in the daily weather changes.

Content Statement

2. The moon, sun and stars can be observed at different times of the day or night.

- Measure and record changes in the position of the sun at different times during the school day.
- Compare changes of the sun's position from month to month and season to season.
- Observe changes in the shape and size of the moon throughout each day of every month (using books/technology if necessary).
- Use books/technology to observe and document stars and groups of stars throughout the month (brightness and visibility).
- Utilize drawings, photographs, or other graphics to document my observations.

Physical & Behavioral Traits of Living Things (LS)

Content Statement

3. Living things are different from nonliving things.

- Identify familiar living things.
- Accurately describe characteristics of living things in Ohio (using books, photographs, or technology to experience organisms around the state).
- Compare the ways that plants and animals get their food.
- Explain a way to determine if something is alive (e.g., are plants alive?)
- Observe a living thing growing.

Kindergarten

Physical & Behavioral Traits of Living Things (LS) Cont.

- Observe how living things respond to stimuli (e.g., fish in an aquarium respond to a stimulus).

Content Statement

4. Living things have physical traits and behaviors, which influence their survival.

- Experience and observe a large variety of living things.
- Observe that living things are made of different parts that allow them to do specific things.
- Identify and discuss examples of different parts of living things that allow them to do different things. (e.g., birds have wings for flying).
- Investigate different traits of different things visible to the unaided eye.

Properties of Everyday Objects and Materials (PS)

Content Statement

5. Objects and materials can be sorted and described by their properties.

- Recognize that objects are made of specific materials (e.g., clay, cloth, paper, metal, glass).
- Describe, compare, and sort objects based on their properties (e.g., color, shape, size, temperature, odor, texture, flexibility).
- Properly use a magnifier to see detail that cannot be seen with the unaided eye.
- Explore and investigate properties of familiar objects from home, the classroom or the natural environment.

Content Statement

6. Some objects and materials can be made to vibrate to produce sound.

- Create sound by touching, blowing and tapping objects.
- Differentiate a high note from a low note and a loud note from a soft note.
- Construct an instrument to explore sound.
- Use a variety of instruments to investigate sound.
- Make different sounds using the same object.
- Explain how sound is created by an object vibrating.
- Change the pitch of a sound by changing the speed of the vibrations (slow vibrations = low pitch; fast vibrations = high pitch).
- Produce sound with different objects that have different properties.
- Use technology to explore sound.

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History

Content Statement & Elaborations

1. Time can be measured.

- Use chronological vocabulary correctly, yesterday, today, tomorrow, long ago, before and soon.

Content Statement & Elaborations

2. Personal history can be shared through stories and pictures.

- Communicate personal history through stories and pictures.

Content Statement & Elaborations

3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.

- Discuss art, customs, traditions, family celebrations and language that tell about my cultural heritage.

Content Statement & Elaborations

4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem: learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.

- Recognize the American flag as a symbol of the United States
- Recognize the Pledge of Allegiance and the National Anthem as practices of the United States.

Geography

Content Statement & Elaborations

5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

- Describe the relative location of a familiar place using appropriate terms.

Content Statement & Elaborations

6. Models and maps represent real places.

- Create models of real places.
- Create maps of real places.

Content Statement & Elaborations

7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

- Identify natural resources that are used in my daily life.

Kindergarten

Geography

Content Statements & Elaborations

8. Individuals are unique but share common characteristics of multiple groups.

- Identify ways that individuals in the family, school and community are the same and different.

Government

Content Statement & Elaborations

9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.

- Identify responsibilities people have at home and in the school and community.

- Describe how individuals share responsibilities to achieve common goals.

Content Statement & Elaborations

10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

- Explain the purpose for rules at home, in the school and community.

Economics

Content Statement & Elaborations

11. People have many wants and make decisions to satisfy those wants. These decisions impact others.

- Explain how a decision about an individual want can impact others.

Content Statement & Elaborations

12. Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.

- Identify goods and services.

Kindergarten

Counting & Cardinality

Cluster

1. Know number names and the count sequence.

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Write numbers from 0 to 20.
- Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Cluster

2. Count to tell the number of objects.

- Understand the relationship between numbers and quantities; connect counting to cardinality.
- 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.
- 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.
- c. Understand that each successive number name refers to a quantity that is one larger.
- Count to answer “how many?” questions about as many as 20 things arranged in:
 - a line,
 - a rectangular array (rows & columns),
 - a circle,
 - or as many as 10 things in a scattered configuration;
 - given a number from 1–20, count out that many objects.

Cluster

3. Compare Numbers

- 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.
- Compare two numbers between 1 and 10 presented as written numerals.

Operations & Algebraic Thinking

Cluster

4. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Kindergarten

Operations & Algebraic Thinking – Cont.

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems
Add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings
- Record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- 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.
- Fluently add and subtract within 5.

Number & Operations in Base Ten

Cluster

5, Work with numbers 11–19 to gain foundations for place value.

- Compose and decompose numbers from 11 to 19 into ten ones and some further (remaining) ones
- Record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement & Data

Cluster

6. Describe and compare measurable attributes.

- Describe measurable attributes of objects, such as length or weight.
- Describe several measurable attributes of a single object.
- 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.*

Cluster

7. Classify objects and count the number of objects in each category.

- Classify objects into given categories:
- count the numbers of objects in each category
- sort the categories by count.

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Geometry

Cluster

8. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- Describe objects in the environment using names of shapes
- Describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Cluster

Analyze, compare, create and compose shapes.

- 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).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) draw shapes.
- Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*