

DOMAIN	ELEMENT	OBJECTIVE	GRADE	WEB STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Reading Standards for Literature	Key Ideas and Details	Kindergarten	RL.K.1. With prompting and support, ask and answer questions about key details in a text.	RL.K.1. With prompting & support, ask & answer questions about key details in a text
Language Arts	Reading Standards for Literature	Key Ideas and Details	Kindergarten	RL.K.2. With prompting and support, retell familiar stories, including key details.	RL.K.2. With prompting & support, retell familiar stories, including key details
Language Arts	Reading Standards for Literature	Key Ideas and Details	Kindergarten	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RL.K.3. With prompting & support, identify characters, settings & major events in a story
Language Arts	Reading Standards for Literature	Craft and Structure	Kindergarten	RL.K.4. Ask and answer questions about unknown words in a text.	RL.K.4. Ask & answer questions about unknown words in a text
Language Arts	Reading Standards for Literature	Craft and Structure	Kindergarten	RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	RL.K.5. Recognize common types of texts (e.g., storybooks, poems)
Language Arts	Reading Standards for Literature	Craft and Structure	Kindergarten	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.	RL.K.6. With prompting & support, identify the name/role of the author/illustrator of a story
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	Kindergarten	(RL.K.8. not applicable to literature)	(RL.K.8. not applicable to literature)
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	Kindergarten	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).	RL.K.7. With support, describe relationship between illustrations & story in which they appear
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	Kindergarten	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL.K.9. With scaffolding, compare & contrast the adventures & experiences of characters in stories
Language Arts	Reading Standards for Literature	Range of Reading and Level of Text Complexity	Kindergarten	RL.K.10. Actively engage in group reading activities with purpose and understanding.	RL.K.10. Actively engage in group reading activities with purpose & understanding
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	Kindergarten	RI.K.1. With prompting and support, ask and answer questions about key details in a text.	RI.K.1. With prompting & support, ask & answer questions about key details in a text
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	Kindergarten	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RI.K.2. With prompting & support, identify the main topic & retell key details of a text
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	Kindergarten	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3. With scaffolding, describe connection between 2 individuals/events/ideas or pieces of information
Language Arts	Reading Standards for Informational Text	Craft and Structure	Kindergarten	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	RI.K.4. With prompting & support, ask & answer questions about unknown words in a text
Language Arts	Reading Standards for Informational Text	Craft and Structure	Kindergarten	RI.K.5. Identify the front cover, back cover, and title page of a book.	RI.K.5. Identify the front cover, back cover & title page of a book

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Language Arts	Reading Standards for Informational Text	Craft and Structure	Kindergarten	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.	RI.K.6. Name the author & illustrator of a text & define the role of each
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	Kindergarten	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).	RL.K.7. With support, describe relationship between illustrations & text in which they appear
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	Kindergarten	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	RI.K.8. With prompting & support, identify the reasons an author gives to support points in a text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	Kindergarten	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).	RI.K.9. With scaffolding, identify basic similarities/differences between 2 texts on the same topic
Language Arts	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	Kindergarten	RI.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose & understanding
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1. Demonstrate understanding of the organization and basic features of print.	RF.K.1. Demonstrate understanding of the organization & basic features of print
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1a. Follow words from left to right, top to bottom, and page by page.	RF.K.1a. Follow words from left to right, top to bottom & page by page
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1b. Recognize spoken words are represented in written language by specific sequences of letters
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1c. Understand that words are separated by spaces in print.	RF.K.1c. Understand that words are separated by spaces in print
Language Arts	Reading Standards: Foundational Skills	Print Concepts	Kindergarten	RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.1d. Recognize/name all uppercase & lowercase letters of the alphabet
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2. Demonstrate understanding of spoken words, syllables & sounds (phonemes)
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2a. Recognize and produce rhyming words.	RF.K.2a. Recognize & produce rhyming words
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2b. Count, pronounce, blend & segment syllables in spoken words
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2c. Blend & segment onsets & rimes of single-syllable spoken words
Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2d. 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/.)	RF.K.2d. Isolate & pronounce initial/medial vowel & final phonemes in CVC words, excluding /l/, /r/, /x/

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Language Arts	Reading Standards: Foundational Skills	Phonological Awareness	Kindergarten	RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3. Know & apply grade-level phonics & word analysis skills in decoding words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	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.	RF.K.3a. Show 1-to-1 letter-sound correspondences by producing primary or frequent consonant sounds
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	RF.K.3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.K.3b. Associate the long & short sounds with the common spellings for the 5 major vowels
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3c. Read common high-frequency words by sight
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	Kindergarten	RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.K.3d. Distinguish between similarly spelled words by the sounds of the letters that differ
Language Arts	Reading Standards: Foundational Skills	Fluency	Kindergarten	RF.K.4. Read emergent-reader texts with purpose and understanding.	RF.K.4. Read emergent-reader texts with purpose & understanding
Language Arts	Writing Standards	Text Types and Purposes	Kindergarten	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...).	W.K.1. Compose opinion pieces; draw, dictate & write to tell about topics/books/preferences
Language Arts	Writing Standards	Text Types and Purposes	Kindergarten	W.K.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.	W.K.2. Compose informative/explanatory text; draw/dictate/write to give information about a topic
Language Arts	Writing Standards	Text Types and Purposes	Kindergarten	W.K.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.	W.K.3. Compose narrative text; draw/dictate/write about event(s), in order, & provide reaction to text
Language Arts	Writing Standards	Production and Distribution of Writing	Kindergarten	(W.K.4. begins in grade 3)	(W.K.4 begins in grade 3)
Language Arts	Writing Standards	Production and Distribution of Writing	Kindergarten	W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.5. With support, respond to peer questions/suggestions & add details to strengthen writing

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Language Arts	Writing Standards	Production and Distribution of Writing	Kindergarten	W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.K.6. With support, explore digital tools to produce/publish writing with peer collaboration
Language Arts	Writing Standards	Research to Build and Present Knowledge	Kindergarten	(W.K.9. begins in grade 4)	(W.K.9 begins in grade 4)
Language Arts	Writing Standards	Research to Build and Present Knowledge	Kindergarten	W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W.K.7. Participate in shared research & writing projects; books by same author, etc.
Language Arts	Writing Standards	Research to Build and Present Knowledge	Kindergarten	W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.K.8. With support, recall experiences or gather information from sources to answer questions
Language Arts	Writing Standards	Range of Writing	Kindergarten	(W.K.10. begins in grade 3)	(W.K.10 begins in grade 3)
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.K.1. Participate in collaborative conversations with peers & adults on topics/texts in groups
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	SL.K.1a. Follow agreed-upon rules of respect for discussions on topics/texts
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	SL.K.1b. Continue a conversation through multiple exchanges.	SL.K.1b. Continue a conversation through multiple exchanges
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	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.	SL.K.2. Confirm understanding of text presented orally or other media using questions/clarification
Language Arts	Speaking and Listening	Comprehension and Collaboration	Kindergarten	SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.K.3. Ask/answer questions in order to seek help/information or clarify something not understood
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Kindergarten	SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.K.4. Describe familiar people/places/things/events with scaffolding to provide additional detail
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Kindergarten	SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Kindergarten	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	SL.K.6. Speak audibly, express thoughts, feelings & ideas clearly
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1a. Print many upper- and lowercase letters.	L.K.1a. Print many uppercase & lowercase letters
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1b. Use frequently occurring nouns and verbs.	L.K.1b. Use frequently occurring nouns & verbs when writing or speaking

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Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	L.K.1d. Understand & use question words (interrogatives) when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L.K.1e. Use the most frequently occurring prepositions when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.1f. Produce and expand complete sentences in shared language activities.	L.K.1f. Produce/expand complete sentences in shared language activities
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.2a. Capitalize the first word in a sentence and the pronoun I.	L.K.2a. Capitalize the first word in a sentence & the pronoun I when writing
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.2b. Recognize and name end punctuation.	L.K.2b. Recognize & name end punctuation when writing
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.K.2c. Write a letter or letters for most consonant & short-vowel sounds (phonemes)
Language Arts	Language Standards	Conventions of Standard English	Kindergarten	L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships
Language Arts	Language Standards	Knowledge of Language	Kindergarten	(L.K.3. begins in grade 2)	(L.K.3. begins in grade 2)
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	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).	L.K.4a. Identify new meanings for familiar words & apply them accurately
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	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.	L.K.4b. Use frequently occurring inflections & affixes as a clue to the meaning of an unknown word
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	L.K.5. With guidance & support, explore word relationships & nuances in word meanings
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.K.5a. Sort common objects into categories to understand the concepts the categories represent
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.K.5b. Demonstrate understanding of common verbs & adjectives by relating them to their opposites
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L.K.5c. Identify real-life connections between words & their use
Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	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.	L.K.5d. Distinguish shades of meaning among verbs of the same action by acting out meanings

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Language Arts	Language Standard	Vocabulary Acquisition and Use	Kindergarten	L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L.K.6. Use words acquired through conversations, reading, being read to & responding to texts
Mathematics	Counting and Cardinality	Know Number Names and the Count Sequence	Kindergarten	K.CC.A.1. Count to 100 by ones and by tens.	K.CC.A.1. Count to 100 by ones & by tens
Mathematics	Counting and Cardinality	Know Number Names and the Count Sequence	Kindergarten	K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	K.CC.A.2. Count forward beginning from a given number within the known sequence
Mathematics	Counting and Cardinality	Know Number Names and the Count Sequence	Kindergarten	K.CC.A.3. 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).	K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20
Mathematics	Counting and Cardinality	Count to Tell the Number of Objects	Kindergarten	K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	K.CC.B.4. Understand the relationship between numbers/quantities; connect counting to cardinality
Mathematics	Counting and Cardinality	Count to Tell the Number of Objects	Kindergarten	K.CC.B.4a. 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.	K.CC.B.4a. When counting objects say number names in order, pairing each number with one object
Mathematics	Counting and Cardinality	Count to Tell the Number of Objects	Kindergarten	K.CC.B.4b. 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.	K.CC.B.4b. Understand that the last number name said tells the number of objects counted
Mathematics	Counting and Cardinality	Count to Tell the Number of Objects	Kindergarten	K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger.	K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger
Mathematics	Counting and Cardinality	Count to Tell the Number of Objects	Kindergarten	K.CC.B.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.	K.CC.B.5. Count to answer "how many?" for up to 20 things in a line or 10 scattered things
Mathematics	Counting and Cardinality	Compare Numbers	Kindergarten	K.CC.C.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.	K.CC.C.6. Identify whether the number of objects in one group is greater than, less than or equal to
Mathematics	Counting and Cardinality	Compare Numbers	Kindergarten	K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.	K.CC.C.7. Compare two numbers between 1 & 10 presented as written numerals
Mathematics	Operations and Algebraic Thinking	Understand Addition, and Understand Subtraction	Kindergarten	K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	K.OA.A.1. Represent addition/subtraction with objects/fingers/mental images/drawings/equations

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Mathematics	Operations and Algebraic Thinking	Understand Addition, and Understand Subtraction	Kindergarten	K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	K.OA.A.2. Solve addition/subtraction word problems; add/subtract within 10 with objects/drawings.
Mathematics	Operations and Algebraic Thinking	Understand Addition, and Understand Subtraction	Kindergarten	K.OA.A.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 $5 = 4 + 1$).	K.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way
Mathematics	Operations and Algebraic Thinking	Understand Addition, and Understand Subtraction	Kindergarten	K.OA.A.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.	K.OA.A.4. For any number from 1 to 9, find the number that makes 10 when added to the given number
Mathematics	Operations and Algebraic Thinking	Understand Addition, and Understand Subtraction	Kindergarten	K.OA.A.5. Fluently add and subtract within 5.	K.OA.A.5. Fluently add & subtract within 5
Mathematics	Numbers and Operations in Base Ten	Work with numbers 11-19 to gain Foundations for Place Value.	Kindergarten	K.NBT.A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	K.NBT.A.1. Compose/decompose numbers from 11 to 19 into 10 ones & additional ones
Mathematics	Measurement and Data	Describe and Compare Measurable Attributes	Kindergarten	K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	K.MD.A.1. Describe several measurable attributes of object(s), such as length or weight
Mathematics	Measurement and Data	Describe and Compare Measurable Attributes	Kindergarten	K.MD.A.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.	K.MD.A.2. Compare two objects with a common measurable attribute; determine "more of"/"less of"
Mathematics	Measurement and Data	Classify Objects and Count the Number of Objects in Each Category	Kindergarten	K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category/sort
Mathematics	Geometry	Identify and Describe Shapes	Kindergarten	K.G.A.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.	K.G.A.1. Describe objects in the environment using names of shapes & their relative positions

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Mathematics	Geometry	Identify and Describe Shapes	Kindergarten	K.G.A.2. Correctly name shapes regardless of their orientations or overall size.	K.G.A.2. Correctly name shapes regardless of their orientations or overall size
Mathematics	Geometry	Identify and Describe Shapes	Kindergarten	K.G.A.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	K.G.A.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")
Mathematics	Geometry	Analyze, Compare, Create, and Compose Shapes	Kindergarten	K.G.B.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).	K.G.B.4. Analyze/compare using informal language, 2-/ 3-dimensional shapes of different size/orientation
Mathematics	Geometry	Analyze, Compare, Create, and Compose Shapes	Kindergarten	K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	K.G.B.5. Model shapes in the world by building shapes from components & drawing shapes
Mathematics	Geometry	Analyze, Compare, Create, and Compose Shapes	Kindergarten	K.G.B.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	K.G.B.6. Compose simple shapes to form larger shapes
Science	Physical Science	Motion and Stability: Forces and Interactions	Kindergarten	K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	K-PS2-1. Investigate effects of strength or direction of push/pull on motion of an object
Science	Physical Science	Motion and Stability: Forces and Interactions	Kindergarten	K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	K-PS2-2. Analyze data to determine a solution to change speed or direction of object with push or pull
Science	Physical Science	Energy	Kindergarten	K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.	K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface
Science	Physical Science	Energy	Kindergarten	K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	K-PS3-2. Use tools/materials to design/build a structure that reduces warming of sunlight on an area
Science	Life Science	From Molecules to Organisms: Structure and Processes	Kindergarten	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	K-LS1-1. Observe/describe patterns of what plants & animals (including humans) need to survive
Science	Earth Science	Earth's Systems	Kindergarten	K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.	K-ESS2-1. Use/share observations of local weather conditions to describe patterns over time
Science	Earth Science	Earth's Systems	Kindergarten	K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	K-ESS2-2. Form argument with evidence for how plants & animals/humans change environment to meet needs

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Science	Earth Science	Earth and Human Activity	Kindergarten	K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	K-ESS3-1. Use a model representing relationships between needs of plants/animals/humans/places they live
Science	Earth Science	Earth and Human Activity	Kindergarten	K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	K-ESS3-2. Ask questions about weather forecasting to prepare & respond to severe weather
Science	Earth Science	Earth and Human Activity	Kindergarten	K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	K-ESS3-3. Communicate solutions to reduce the impact of humans on land/water/air/other living things
Social Studies	Individual Development and Identity		Kindergarten	SOC (K) Understands concepts such as: growth, change, learning, self, family, group.	SOC (K) Understand concepts such as: growth, change, learning, self, family, group
Social Studies	Individual Development and Identity		Kindergarten	SOC (K) Understands individual development and identity helps us know who we are and how we change.	SOC (K) Understand individual development & identity helps us know who we are & how we change
Social Studies	People, Places, and Environments		Kindergarten	SOC (K) Understands the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.	SOC (K) Understand theme of people/places/environments involves studying location/people interactions
Social Studies	Culture		Kindergarten	SOC (K) Understands that "culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.	SOC (K) Understand culture refers to: behaviors/beliefs/values/traditions/institutions/ways of living
Social Studies	Time, Continuity, and Change		Kindergarten	SOC (K) Understands the study of the past in the story of communities, nations, and the world.	SOC (K) Understand the study of the past in the story of communities, nations & the world
Social Studies	Individuals, Groups, and Institutions		Kindergarten	SOC (K) Understands that people belong to groups and institutions that influence them.	SOC (K) Understand that people belong to groups & institutions that influence them
Social Studies	Power, Authority, and Governance		Kindergarten	SOC (K) Understands rules and laws can serve to support order and protect individual rights.	SOC (K) Understand rules & laws can serve to support order & protect individual rights
Social Studies	Production, Distribution, and Consumption		Kindergarten	SOC (K) Understands the characteristics and functions of money and its uses.	SOC (K) Understand the characteristics & functions of money & its uses
Social Studies	Science, Technology, and Society		Kindergarten	SOC (K) Understands that science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks.	SOC (K) Understand science involves studying the natural world; technology refers to tools that do tasks
Science	Engineering	Engineering Design	Kindergarten - 2nd Grade	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	K-2-ETS1-1. Ask/observe/gather data/define problem; develop/improve object or tool to solve problem

DOMAIN	ELEMENT	OBJECTIVE	GRADE	WEB STANDARD	ABRIDGED CATALOG STANDARD
Science	Engineering	Engineering Design	Kindergarten - 2nd Grade	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	K-2-ETS1-2. Sketch/model to show how object's shape helps it function as needed to solve a problem
Science	Engineering	Engineering Design	Kindergarten - 2nd Grade	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	K-2-ETS1-3. Analyze data from tests of 2 objects designed to solve same problem; compare performance