Standards by Grade Level

Kindergarten

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Purpose

The Standards by Grade Level for Kindergarten is a compilation of all learning standards for kindergarten. This document does not take the place of Ohio's Learning Standards and Model Curricula. The Department of Education designed this tool to view the standards by grade level instead of content area. Every student should receive instruction aligned to the learning standards.

Guiding Principle

Prioritizing student learning
Continue to value and use **Ohio's Learning Standards** as the basis for guiding instruction and student acquisition of knowledge and skills. Ensure opportunities for students to master **core subject areas** and pursue **well-rounded learning** (such as fine arts, technology, computer science and world languages and cultures).

Standards

COMPUTER SCIENCE	
Instructional Supports: Ohio's Learning Standards for Computer Science Computer Science Model Curriculum	
Code	**Standard**
Computing Systems	
Topic 1: Devices	
CS.D.K.a	With guidance, identify and label commonly used devices and their components, explaining their connection to different tasks, to perform a variety of tasks.
Topic 2: Hardware and software	
CS.HS.K.a	With guidance and support, identify and use hardware and software necessary for accomplishing a task.
Topic 3: Troubleshooting	
CS.T.K.a	With guidance and support, use problem solving strategies to troubleshoot a problem.

COMPUTER SCIENCE	
Networks and the Internet	
Topic 1: Networking	
NI.N.K.a	With guidance and support, create a list of ways information can be shared electronically to gain a deeper understanding of how information is transmitted (e.g., email, social media).
Topic 2: Cybersecurity	
NI.C.K.a	With guidance and support, identify and use secure practices (e.g., passwords) to protect private information.
Data and Analysis	
Topic 1: Data collection and storage	
DA.DCS.K.a	Identify data to collect and sort.
DA.DCS.K.b	With guidance and support, demonstrate how data can be collected and stored in a variety of ways.
Topic 2: Visualization and communication	
DA.VC.K.a	With guidance, organize and present data in various formats to make observations.
Topic 3: Inference and modeling	
DA.IM.K.a	With guidance, create a model of an object or process to identify patterns.
Algorithmic Thinking and Programming	
Topic 1: Algorithms	
ATP.A.K.a	With guidance and support, model a real-world process by constructing and following step-by-step directions (i.e., algorithms) to complete tasks.
Topic 2: Variables and data representation	
ATP.VDR.K.a	Recognize that a group of items (e.g., numbers, symbols or pictures) can be used to represent data.
Topic 3: Control structures	
ATP.CS.K.a	With guidance and support, model a sequence of instructions (i.e., program) with a beginning, middle and end to solve a problem or express an idea.

COMPUTER SCIENCE	
Topic 4: Program development	
ATP.PD.K.a	With guidance and support, plan or create an artifact to illustrate thoughts, ideas and problems in a sequential (step-by-step) manner (e.g., story map, storyboard, sequential graphic organizer).
Impacts of Computing	
Topic 1: Culture	
IC.Cu.K.a	With guidance and support, identify technologies that impact one's own everyday life.
IC.Cu.K.b	With guidance and support, recognize different ways computing devices are used regularly to understand technology's impact on one's own daily life.
Topic 2: Social interactions	
IC.SI.K.a	With guidance and support, identify and use safe and responsible behaviors concerning information and technology.
Topic 3: Safety, law and ethics	
IC.SLE.K.a	With guidance, discuss appropriate uses of technology to support informed decisions.

ENGLISH LANGUAGE ARTS	
Instructional Supports: Ohio's Learning Standards for English Language Arts English Language Arts Model Curriculum with Instructional Supports	
Code	**Standard**
Reading standards for literature	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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. 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. 9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
Reading standards for information text	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
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.

ENGLISH LANGUAGE ARTS	
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).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
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.10	Actively engage in group reading activities with purpose and understanding.
Reading standards for foundational skills	
RF.K.1	Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4	Read emergent-reader texts with purpose and understanding.

ENGLISH LANGUAGE ARTS	
Writing standards	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.
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.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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.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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and listening standards	
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

ENGLISH LANGUAGE ARTS	
Language standards	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel phonemes (sounds). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 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.5	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

FINANCIAL LITERACY	
Instructional Supports: Ohio's Learning Standards for Financial Literacy in Elementary Grades Financial Literacy Model Curriculum	
Code	**Standard**
Financial responsibility and decision making	
1	Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.
2	Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.
3	People may receive money as gifts, allowance or income. People earn income by working.
Planning and money management	
4	Financial responsibility includes the development of a spending and savings plan (personal budget).
Informed consumer	
5	An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
Credit and debt	
6	Recognize that money is needed to purchase goods and services.
7	Borrowing includes at least two people who agree to a transaction. There are responsibilities with borrowing.
Risk management and insurance	
8	Individuals must protect their identity, money and property.

FINE ARTS: DANCE	
Instructional Supports: Ohio's 2012 Learning Standards for Dance Kindergarten – Grade 2 Dance Model Curriculum Fine Arts Instructional Strategies	
Code	**Standard**
Creating (CE)	
1CE	Demonstrate curiosity and engagement with the dances they observe and experience.
2CE	Observe and explore dance forms from various cultures.
3CE	Demonstrate awareness of moving safely within personal and general space.
4CE	Identify and name basic concepts used in dance.
5CE	Observe dances and dancers and share what they see using words, pictures or movements.
6CE	Name and point out basic dance elements, subject matter and movements in dances they create and view.
7CE	Describe the meaning of the movements and shapes made in space.
Producing / Performing (PR)	
1PR	Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space and movement quality to construct meaning.
2PR	Explore movement ideas for dance-making based on observation, memory, imagination and experience.
3PR	Explore, select and combine dance concepts and improvisational elements to communicate subject matter in dance-making.
4PR	Explore and combine rhythmic play in movement sequencing, problem-solving and to construct meaning.
5PR	Engage in and learn developmentally appropriate cultural dances.
6PR	Explore structured improvisations and movement sequences that explore a central theme across disciplines.

FINE ARTS: DANCE	
Responding (RE)	
1RE	Demonstrate awareness of their dance movements and ideas for generating them.
2RE	Communicate ideas, stories and personal experiences they see in dances performed using their own developing language.
3RE	Demonstrate and discuss how to respond to dance as an audience member.
4RE	Demonstrate social skills when collaborating with peers to create and perform dances.
5RE	Recognize that people have different opinions and responses to works of art.
6RE	Show confidence and pride in their artistic accomplishments.
7RE	Recognize dancing as a tool for healthful living.

FINE ARTS: DRAMA	
Instructional Supports: Ohio's 2012 Learning Standards for Drama Kindergarten – Grade 2 Drama Model Curriculum Fine Arts Instructional Strategies	
Code	**Standard**
Creating (CE)	
1CE	Demonstrate observation and listening skills in a theatrical context.
2CE	Listen to stories, myths and fairy tales from various time periods and cultures and describe the storyline.
3CE	Identify the characters, place and time in stories.
4CE	Predict endings of a stories or theatre performances.
5CE	Listen to and follow directions in both classroom and theatrical settings.
6CE	Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.

FINE ARTS: DRAMA	
Producing / Performing (PR)	
1PR	Imitate movements, voices and feelings of people, animals and objects through dramatic play.
2PR	Perform group pantomimes and improvisations to retell stories.
3PR	Create an imaginary character using costumes and props.
4PR	Imagine and create a physical environment for stories (e.g., arrange classroom furniture, suggest lighting or sound effects to suggest mood, choose characters' clothing).
5PR	Engage in drama and theatre experiences to explore concepts from other academic areas.
6PR	Work cooperatively to dramatize a story.
Responding (RE)	
1RE	Share thoughts, emotions and ideas in response to a dramatic or theatrical experiences.
2RE	Distinguish between the real and imagined worlds when experiencing stories, myths and fairytales.
3RE	Describe a character's feelings in stories and make comparisons to people and events in their own lives.
4RE	Describe what a playwright does.
5RE	Articulate the strengths and weaknesses of self and peers following performances.
6RE	Demonstrate confidence and pride in individual and collaborative dramatic play.

FINE ARTS: MUSIC	
Instructional Supports: Ohio's 2012 Learning Standards for Music Kindergarten – Grade 2 Music Model Curriculum Fine Arts Instructional Strategies	
Code	**Standard**
Creating (CE)	
1CE	Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).
2CE	Explore steady beat and rhythm.
3CE	Listen to and explore the music of various styles, composers, periods and cultures.
4CE	Explore and identify a wide variety of sounds, including the human voice.
5CE	Explore a variety of classroom instruments. (e.g., metals, skins and woods.).
6CE	Attend live music performances.
7CE	Identify a musician and his or her roles (e.g., composer, conductor and performer.
8CE	Explore connections between sound and its visual representation.
Producing / Performing (PR)	
1PR	Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).
2PR	Demonstrate a steady beat and maintain it while performing.
3PR	Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.
4PR	Create a wide variety of vocal and instrumental sounds.
5PR	Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
6PR	Demonstrate audience behavior appropriate for the context and style of music performed.
7PR	Create a visual representation of sound.

FINE ARTS: MUSIC	
Responding (RE)	
1RE	Share ideas about musical selections of various and contrasting styles, composers and musical periods.
2RE	Describe how sounds and music are used in our daily lives.
3RE	Describe the difference between steady beat and rhythm.
4RE	Identify and connect a concept shared between music and another curricular subject.
5RE	Identify and discuss various uses of music in the United States and the various meanings of the term “musician.”
6RE	Respond to sound with a drawing of how the sound makes them feel.
7RE	Offer opinions about their own musical experiences and responses to music.

FINE ARTS: VISUAL ART	
Instructional Supports: Ohio’s 2012 Learning Standards for Visual Art Kindergarten – Grade 2 Visual Art Model Curriculum Fine Arts Instructional Strategies	
Code	**Standard**
Creating (CE)	
1CE	Describe the meaning in the marks they make on paper.
2CE	Name and point out subject matter and details observed in works of art.
3CE	Describe different ways that an artwork expresses an emotion or mood.
4CE	Distinguish between common visual art forms (e.g., painting, drawing, sculpture).
5CE	Identify and name materials used in visual art.
6CE	Recognize and point out basic elements of art in their own artworks and that of others.
7CE	Explore their environments and experiences for artmaking ideas.

FINE ARTS: VISUAL ART	
Producing / Performing (PR)	
1PR	Explore and experiment with a range of art materials and tools to create and communicate personal meaning.
2PR	Generate ideas and images for artwork based on observation, memory, imagination and experience.
3PR	Discover, select and combine art and design elements to communicate subject matter in various visual forms.
4PR	Reduce objects into basic shapes and lines in relation to the whole image.
5PR	Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.
6PR	Create artwork that explores a central theme across disciplines.
Responding (RE)	
1RE	Describe their artworks and efforts and share their artmaking processes.
2RE	Show confidence and pride in their artistic accomplishments.
3RE	Connect their personal experiences to what they see in works of art.
4RE	Communicate the ideas and stories they see in works of art.
5RE	Describe what they see and feel in selected works of art.
6RE	Recognize and point out the similarities and differences between artistic styles.
7RE	Recognize that people have different opinions and responses to works of art.
8RE	Consider and talk about why people make and enjoy works of art.

MATHEMATICS	
Instructional Supports: Ohio's Learning Standards for Kindergarten Mathematics Ohio's Kindergarten – Grade 8 Learning Progressions Kindergarten Mathematics Model Curriculum	
Code	**Standard**
Standards for Mathematical Practice	
MP.1	**Make sense of problems and persevere in solving them.**
In Kindergarten, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Real-life experiences should be used to support students' ability to connect mathematics to the world. To help students connect the language of mathematics to everyday life, ask students questions such as "How many students are absent?" or have them gather enough blocks for the students at their table. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" or they may try another strategy.	
MP.2	**Reason abstractly and quantitatively.**
Younger students begin to recognize that a number represents a specific quantity. Then, they connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. For example, a student may write the numeral 11 to represent an amount of objects counted, select the correct number card 17 to follow 16 on a calendar, or build two piles of counters to compare the numbers 5 and 8. In addition, kindergarten students begin to draw pictures, manipulate objects, or use diagrams or charts to express quantitative ideas. Students need to be encouraged to answer questions such as "How do you know?", which reinforces their reasoning and understanding and helps student develop mathematical language.	
MP.3	**Construct viable arguments and critique the reasoning of others.**
Younger students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking. They begin to develop the ability to reason and analyze situations as they consider questions such as "Are you sure that ___?", "Do you think that would happen all the time?", and "I wonder why ___?"	

MATHEMATICS	
MP.4	**Model with mathematics.**
In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. For example, a student may use cubes or tiles to show the different number pairs for 5, or place three objects on a 10-frame and then determine how many more are needed to "make a ten." Students rely on manipulatives (or other visual and concrete representations) while solving tasks and record an answer with a drawing or equation.	
MP.5	**Use appropriate tools strategically.**
Younger students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, kindergarteners may decide that it might be advantageous to use linking cubes to represent two quantities and then compare the two representations side-by-side or later, make math drawings of the quantities. Students decide which tools may be helpful to use depending on the problem or task and explain why they use particular mathematical tools.	
MP.6	**Attend to precision.**
Kindergarten students begin to develop precise communication skills, calculations, and measurements. Students describe their own actions, strategies, and reasoning using grade level appropriate vocabulary. Opportunities to work with pictorial representations and concrete objects can help students develop understanding and descriptive vocabulary. For example, students describe and compare two- and three-dimensional shapes and sort objects based on appearance. While measuring objects iteratively (repetitively), students check to make sure that there are no gaps or overlaps. During tasks involving number sense, students check their work to ensure the accuracy and reasonableness of solutions. Students should be encouraged to answer questions such as, "How do you know your answer is reasonable?"	
MP.7	**Look for and make use of structure.**
Younger students begin to discern a pattern or structure in the number system. For instance, students recognize that 3 + 2 = 5 and 2 + 3 = 5. Students use counting strategies, such as counting on, counting all, or taking away, to build fluency with facts to 5. Students notice the written pattern in the "teen" numbers—that the numbers start with 1 (representing 1 ten) and end with the number of additional ones. Teachers might ask, "What do you notice when ___?"	
MP.8	**Look for and express regularity in repeated reasoning.**
In the early grades, students notice repetitive actions in counting, computations, and mathematical tasks. For example, the next number in a counting sequence is 1 more when counting by ones and 10 more when counting by tens (or 1 more group of 10). Students should be encouraged to answer questions such as, "What would happen if ___?" and "There are 8 crayons in the box. Some are red and some are blue. How many of each could there be?" Kindergarten students realize 8 crayons could include 4 of each color (8 = 4 + 4), 5 of one color and 3 of another (8 = 5 + 3), and so on. For each solution, students repeatedly engage in the process of finding two numbers to join together to equal 8.	

MATHEMATICS	
Counting and Cardinality	
Know number names and the count sequence.	
K.CC.1	Count to 100 by ones and by tens.
K.CC.2	Count forward within 100 beginning from any given number other than 1.
K.CC.3	Write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Count to tell the number of objects.	
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality using a variety of objects including pennies. a. When counting objects, establish a one-to-one relationship by saying 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 and that 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.
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.
K.CC.6	Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group.
K.CC.7	Compare (without using inequality symbols) two numbers between 0 and 10 when presented as written numerals.
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
K.OA.2	Solve addition and subtraction problems (written or oral) and add and subtract within 10 by using objects or drawings to represent the problem.
K.OA.3	Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations. 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, when appropriate, an equation.

MATHEMATICS	
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, when appropriate, an equation.
K.OA.5	Fluently[G] add and subtract within 5.
Numbers and Operations in Base Ten	
Work with numbers 11–19 to gain foundations for place value.	
K.NBT.1	Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Measurement and Data	
Identify, describe, and compare measurable attributes.	
K.MD.1	Identify and describe measurable attributes (length, weight, and height) of a single object using vocabulary terms such as long/short, heavy/light, or tall/short.
K.MD.2	Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children, and describe one child as taller/shorter.
Classify objects and count the number of objects in each category.	
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The number of objects in each category should be less than or equal to ten. Counting and sorting coins should be limited to pennies.
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
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.
K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.G.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

MATHEMATICS	
Describe, compare, create, and compose shapes.	
K.G.4	Describe and compare two- or three-dimensional shapes, in different sizes and orientations, using informal language to describe their commonalities, differences, parts, and other attributes.
K.G.5	Model shapes in the world by building shapes from components, e.g., sticks and clay balls, and drawing shapes.
K.G.6	Combine simple shapes to form larger shapes.

PHYSICAL EDUCATION	
Instructional Supports: Ohio's Learning Standards for Physical Education	
Code	**Standard**
Standard 1	**Demonstrates competency in a variety of motor skills and movement patterns.**
Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.	
Locomotor skills	
1	Demonstrate walk, run and slide locomotor skills using critical elements.
2	Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment.
Non-locomotor skills	
3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.
4	Balance using a variety of body parts (e.g., 1/2/3/4-point balances) and body shapes (e.g., wide, narrow, twisted).
5	Transfer weight by rocking and rolling.
6	Move in time with a changing beat (e.g., music, drum, clap, stomp).
Benchmark B: Demonstrate developing control of fundamental manipulative skills.	
Manipulative skills	
1	Throw objects in a variety of ways to oneself.
2	Catch a bounced ball.
3	Use different body parts to strike a lightweight object (e.g., balloon) and keep it in the air.
4	Kick a stationary ball.
5	Dribble objects with the hand in a closed or stable environment.
6	Roll a ball underhand.

PHYSICAL EDUCATION	
Standard 2	**Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**
Benchmark A: Demonstrate knowledge of movement concepts related to body, space, effort and relationships.	
Movement concepts	
1	Establish a movement vocabulary through exploration of body, space, effort and relationships.
2	Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow).
3	Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
4	Identify boundaries for self-space and general space.
Benchmark B: Demonstrate knowledge of critical elements of fundamental motor skills.	
Knowledge of critical elements	
1	Differentiate among locomotor skills.
2	Repeat cue words for fundamental motor skills.
Standard 3	**Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**
Benchmark A: Describes current level of physical activity and identifies additional physical activity opportunities.	
Physical activity knowledge	
1	Recognize and differentiate between physical activity and inactivity.
Evaluate level of physical activity	
2	Track the amount of physical activity within physical education.
Healthy habits in relation to physical activity	
3	Recognize that food provides energy for physical activity.

PHYSICAL EDUCATION	
Benchmark B: Understand the principles, components and practices of health-related physical fitness.	
Cardio	
1	Recognize activities that could be used to improve each component of health-related fitness.
2	Recognize that when one moves fast, the heart beats faster and breathing becomes faster.
Muscular strength and endurance	
3	Recognize activities that could be used to improve each component of health-related fitness. Recognize the importance of muscular strength to support body weight.
Flexibility	
4	Identify ways to stretch muscles in the body.
Standard 4	**Exhibits responsible personal and social behavior that respects self and others**
Benchmark A: Know and follow procedures and safe practices.	
Self-direction	
1	Work independently and safely in self and shared space.
Safety	
2	Respond positively to reminders of appropriate safety procedures.
3	Follow directions and handle equipment safely.
4	Explain rules related to safety and activity-specific procedures.
Benchmark B: Responsible behavior in physical activity settings.	
Cooperation	
1	Follow instructions and class procedures while participating in physical education activities.
2	Demonstrate cooperation and consideration of others in partner and group physical activities.

PHYSICAL EDUCATION	
Respect	
3	Demonstrate willingness to work with a variety of partners in physical education activities.
Standard 5	**Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**
Benchmark A: Identifies health benefits as reasons to value physical activity.	
Health reasons to be physically active	
1	Recognize physical activity has positive health benefits.
Benchmark B: Identifies reasons to participate in physical activity.	
Enjoyment	
1	Identify physical activities that are fun.

SCIENCE	
Instructional Supports: Ohio's Learning Standards and Model Curriculum for Science Science Resources	
Code	**Standard**
Earth science	
K.ESS.1	Weather changes are long-term and short-term.
K.ESS.2	The moon, sun and stars can be observed at different times of the day or night.
Physical science	
K.PS.1	Objects and materials can be sorted and described by their properties.
K.PS.2	Some objects and materials can be made to vibrate and produce sound.
Life science	
K.LS.1	Living things have specific characteristics and traits.
K.LS.2	Living things have physical traits and behaviors, which influence their survival.

SOCIAL STUDIES	
Instructional Supports: Ohio's Learning Standards for Social Studies Kindergarten Social Studies Model Curriculum	
Code	**Standard**
History Strand	
Historical thinking and skills	
1	Time can be measured.
2	Personal history can be shared through stories and pictures.
Heritage	
3	Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.
4	Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.
Geography Strand	
Spatial thinking and skills	
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.
6	Models and maps represent real places.
Human systems	
7	Humans depend on and impact the physical environment in order to supply food, clothing and shelter.
8	Individuals are unique but share common characteristics of multiple groups.
Government Strand	
Civic participation and skills	
9	Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.

SOCIAL STUDIES	
Rules and laws	
10	The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.
Economics Strand	
Scarcity	
11	Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.
Production and consumption	
12	Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy individual's wants.

TECHNOLOGY	
Instructional Supports: Ohio's Learning Standards for Technology Technology resources	
Code	**Standard**
Information and Communications Technology	
Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task.	
K-2.ICT.1.a.	Develop basic skills for using digital learning tools and resources to accomplish a defined task.
K-2.ICT.1.b.	With guidance, identify a goal and determine how digital learning tools can help accomplish that goal.
Topic 2: Use digital learning tools and resources to locate, evaluate and use information.	
K-2.ICT.2.a.	Develop basic skills for locating information using digital learning tools and resources.
K-2.ICT.2.b.	Identify main ideas and details in information found with digital learning tools and resources.
Topic 3: Use digital learning tools and resources to construct knowledge.	
K-2.ICT.3.a.	Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.
K-2.ICT.3.b.	Use visuals found in digital learning tools and resources to clarify and add to knowledge.
K-2.ICT.3.c.	Collect, record and organize observations and data during student explorations using digital learning tools and resources.
K-2.ICT.3.d.	With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.
Topic 4: Use digital learning tools and resources to communicate and disseminate information to multiple audiences.	
K-2.ICT.4.a.	With guidance, discuss and identify communication needs considering the task, situation and information to be shared.
K-2.ICT.4.b.	With guidance, use digital learning tools to add audio and/or visual media to clarify information.
K-2.ICT.4.c.	With guidance, select appropriate digital learning tools and resources to produce and publish information.

TECHNOLOGY	
Society and Technology	
Topic 1: Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.	
K-2.ST.1.a.	Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user.
K-2.ST.1.b.	Identify positive and negative impacts one's use of technology can have on oneself and one's family.
Topic 2: Analyze the impact of communication and collaboration in both digital and physical environments.	
K-2.ST.2.a.	Communicate and collaborate using several digital methods.
K-2.ST.2.b.	Identify positive and negative ways of collaborating in digital and physical environments.
K-2.ST.2.c.	Investigate how technology does (or does not) impact the way(s) one's family communicates.
Topic 3: Explain how technology, society and the individual impact one another.	
K-2.ST.3.a.	State the advantages and disadvantages of technology in one's life.
K-2.ST.3.b.	Identify examples of how technology innovations/inventions can have multiple applications.
K-2.ST.3.c.	Identify how the use of technology affects self and others in various ways.
K-2.ST.3.d.	Define and discuss digital identity and digital footprints.
K-2.ST.3.e.	Provide examples of how rules for respecting others' belongings apply to digital content and information.
Design and Technology	
Topic 1: Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.	
K-2.DT.1.a.	Identify and discuss differences between the human-designed world and the natural world.
K-2.DT.1.b.	Describe technology as something someone made to meet a want or need.
K-2.DT.1.c.	Explain that systems have parts or components that work together to accomplish a goal.
K-2.DT.1.d.	Give examples of how resources such as tools and materials are things that help people get a job done.

TECHNOLOGY	
Topic 2: Identify a problem and use an engineering design process to solve the problem.	
K-2.DT.2.a.	Observe and describe details of an object's design.
K-2.DT.2.b.	Demonstrate the ability to follow a simple design process: identify a problem, think about ways to solve the problem, develop possible solutions, and share and evaluate solutions with others.
K-2.DT.2.c.	Explain that a design process is a plan to find solutions to problems.
K-2.DT.2.d.	Demonstrate that there are many possible solutions to a design problem.
K-2.DT.2.e.	Communicate design plans and solutions using drawings and descriptive language.
Topic 3: Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding and systems thinking.	
K-2.DT.3.a.	Describe how different technologies are used in various fields.
K-2.DT.3.b.	Work as a team to identify possible problems to solve and their potential technological solutions.
Topic 4: Evaluate designs using functional, aesthetic and creative elements.	
K-2.DT.4.a.	Identify and discuss the use of aesthetics in everyday objects.
K-2.DT.4.b.	Identify and discuss functional aspects of everyday objects.
K-2.DT.4.c.	Identify and discuss examples of creativity found in everyday objects.
K-2.DT.4.d.	Discuss and give examples of how changes in design can be used to strengthen or improve a product.

WORLD LANGUAGES AND CULTURES			
Instructional Supports: Ohio's Learning Standards for World Languages and Cultures World Languages Resource Center			
Students will engage with and progress through language and culture courses at differing stages of their K-12 education. The novice levels for K-6 are displayed below. Choose the column that fits the proficiency level of your student(s). Additional levels can be found in the world languages and cultures standards.			
Functions	**Novice Low**	**Novice Mid**	**Novice High**
Interpretive intercultural communication (E.INT-C)			
Investigate Intercultural Products, Practices and Perspectives	Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.	Not Applicable	Not Applicable
Compare Intercultural Behaviors	Recognize a few very simple behaviors in other cultures.	Not Applicable	Not Applicable
Comprehend Authentic Texts that are Spoken, Written or Signed	Understand a few familiar words or phrases in a. Simple, authentic informational texts; b. Simple, authentic fictional texts; c. Simple, overheard or observed conversations.	Not Applicable	Not Applicable
Interpretive literacy (E.INT-LIT)			
Infer Meaning of Texts	Recognize traditional and nontraditional letters, accents, characters or tone marks, as well as cognates and familiar or practiced words.	Not Applicable	Not Applicable
Recognize and Use Organizational Features of Texts	Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, titles or headlines.	Not Applicable	Not Applicable
Apply Self-Questioning Skills	Use literal or factual self-questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?"	Not Applicable	Not Applicable
Make Text Connections	Make personal connections to a text using background knowledge or experiences.	Not Applicable	Not Applicable
Use Resources Appropriately	Use digital and cultural resources appropriately.	Not Applicable	Not Applicable

WORLD LANGUAGES AND CULTURES			
Interpersonal intercultural communication (E.INP-C)			
Investigate Intercultural Products, Practices and Perspectives	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	Not Applicable	Not Applicable
Interact with Culturally Appropriate Language and Behavior	Interact in very familiar intercultural situations using practiced language and behaviors.	Not Applicable	Not Applicable
Exchange Information	Provide basic information on very familiar topics.	Not Applicable	Not Applicable
Meet Personal Needs	Express a few basic personal needs in very familiar situations.	Not Applicable	Not Applicable
Express and React to Preferences and Opinions	Express a few basic preferences or feelings.	Not Applicable	Not Applicable
Interpersonal literacy (E.INP-LIT)			
Communicate, React and Show Interest	Use familiar, relevant vocabulary or structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	Not Applicable	Not Applicable
Continue and Extend Conversations	Use a few very simple verbal or nonverbal rejoinders or interjections.	Not Applicable	Not Applicable
Increase Comprehensibility and Clarity of Expression	Increase comprehensibility using gestures, hand shapes, facial expressions or repetition.	Not Applicable	Not Applicable
Infer Meaning of Unfamiliar Language	Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	Not Applicable	Not Applicable
Use Resources Appropriately	Use digital and cultural resources appropriately.	Not Applicable	Not Applicable
Presentational intercultural communication (E.P-C)			
Investigate Intercultural Products, Practices and Perspectives	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	Not Applicable	Not Applicable
Communicate in Culturally Appropriate Ways	Present in very familiar intercultural situations using memorized or practiced language and behaviors.	Not Applicable	Not Applicable
Inform and Describe	Name very familiar people, places and objects.	Not Applicable	Not Applicable
Narrate About Life and Activities	Provide very basic details about self.	Not Applicable	Not Applicable

WORLD LANGUAGES AND CULTURES			
Express Preferences	Express likes and dislikes about very familiar topics from native and other cultures.	Not Applicable	Not Applicable
Presentational literacy (E.P-LIT)			
Choose Relevant, Authentic Content	Use familiar vocabulary and structures that are relevant to the topic and very simple authentic resources as needed.	Not Applicable	Not Applicable
Organize Information	Organize very simple information in a logical sequence and support with gestures or visuals	Not Applicable	Not Applicable
Increase Comprehensibility	Communicate with emerging awareness of pronunciation, spelling, punctuation, hand shapes or signing parameters.	Not Applicable	Not Applicable
Maintain Audience Interest	Maintain audience interest via gestures, creativity, emotion, technology or visuals.	Not Applicable	Not Applicable
Use Resources Appropriately	Use digital and cultural resources appropriately.	Not Applicable	Not Applicable