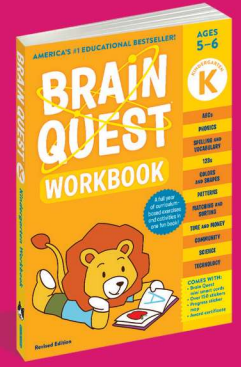


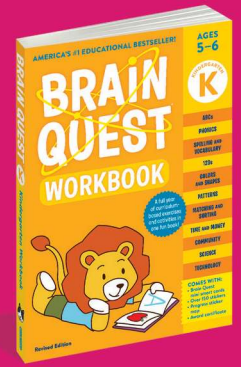
BRAIN QUEST®



Brain Quest Workbook: Kindergarten

| GRADE | K | ABCs | CCSS ELA LITERACY Reading: Foundational Skills |
|-------|----------|---|--|
| | RF.K.1.d | Recognize and name all upper- and lowercase letters of the alphabet. | |
| | RF.K.3.b | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | |
| | | PHONICS | CCSS ELA LITERACY Reading: Foundational Skills |
| | RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| | RF.K.2.a | Recognize and produce rhyming words. | |
| | RF.K.2.b | Count, pronounce, blend, and segment syllables in spoken words. | |
| | RF.K.2.c | Blend and segment onsets and rhymes of single-syllable spoken words. | |
| | RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | |
| | RF.K.3.a | 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.3.b | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | |
| | RF.K.3.c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | |
| | | SPELLING & VOCABULARY | CCSS ELA LITERACY Reading: Foundational Skills |
| | RF.K.1 | Demonstrate understanding of the organization and basic features of print. | |
| | RF.K.1.a | Follow words from left to right, top to bottom, and page by page. | |
| | RF.K.1.b | Recognize that spoken words are represented in written language by specific sequences of letters. | |
| | RF.K.2.e | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | |

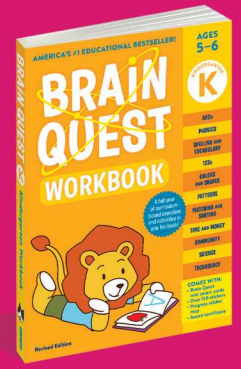
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Brain Quest Workbook: Kindergarten

| GRADE | K | 123s | CCSS MATH Counting and Cardinality |
|-------|------------|--|--|
| | 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.B.4 | Understand the relationship between numbers and quantities; connect counting to cardinality. | |
| | K.CC.B.4.c | Understand that each successive number name refers to a quantity that is one larger. | |
| | | COLORS & SHAPES | CCSS MATH Geometry |
| | K.G.A.2 | Correctly name shapes regardless of their orientations or overall size. | |
| | | MATCHING & SORTING | CCSS MATH Measurement and Data |
| | K.MD.B.3 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |
| | | COMMUNITY | NEXT GENERATION SCIENCE STANDARDS (NGSS) |
| | K-ESS3-3 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | |

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Brain Quest Workbook: Kindergarten

| GRADE | K | SCIENCE | NEXT GENERATION SCIENCE STANDARDS (NGSS) |
|-------|----------|---|--|
| | K-ESS2-1 | Earth's Systems Use and share observations of local weather conditions to describe patterns over time. | |
| | K-ESS3-1 | Earth and Human Activity Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. | |
| | K-ESS3-3 | Earth and Human Activity Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. | |
| | K-LS1-1 | From Molecules to Organisms: Structures and Processes Use observations to describe patterns of what plants and animals (including humans) need to survive. | |
| | | TECHNOLOGY | COMPUTER SCIENCE STANDARDS (CSTA) |
| | 1A-AP-09 | Algorithms & Programming Model the way programs store and manipulate data by using numbers or other symbols to represent information. | |
| | 1A-AP-11 | Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. | |
| | 1A-CS-01 | Computing Systems Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use. | |
| | 1A-CS-02 | Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware). | |