# Ignite by Hatch™ and Illinois PreK Alignment

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
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| **LEARNING STANDARD / DISCIPLINE** | **LA.1.** | **Demonstrate increasing competence in oral communication (listening and speaking).** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **1.A.** | **Demonstrate understanding through age-appropriate responses.** |
| STANDARD | 1.A.ECa. | Follow simple one-, two- and three-step directions. |
| | | **Ignite Skills** |
| | | Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation |
| | | Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation |
| | | Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation |
| | | Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations |
| STANDARD | 1.A.ECb. | Respond appropriately to questions from others. |
| | | **Ignite Skills** |
| | | Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how) |
| | | Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions |
| | | Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions |
| | | Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions |

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **1.D.** | **Speak using conventions of standard English.** |
| STANDARD | 1.D.ECa. | With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations. |
| | | **Ignite Skills** |
| | | Language & Communication Development/Receptive Language/Level 4: Demonstrates understanding of complex and compound sentences |

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
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| **DESCRIPTOR / CONTENT DISCIPLINE** | **1.E.** | **Use increasingly complex phrases, sentences, and vocabulary.** |
| STANDARD | 1.E.ECa. | With teacher assistance, begin to use increasingly complex sentences. |
| | | **Ignite Skills** |
| | | Language & Communication Development/Receptive Language/Level 4: Demonstrates understanding of complex and compound sentences |
| STANDARD | 1.E.ECd. | With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles). |
| | | **Ignite Skills** |
| | | Language & Communication Development/Vocabulary/Level 2: Sorts words into categories |
| | | Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset |
| | | Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset |
| | | Literacy/Alliteration/Level 5: Sorts words by onset |
| | | Literacy/Rhyming/Level 3: Matches rhyming words |
| | | Literacy/Rhyming/Level 4: Determines which word does not rhyme |

Literacy/Rhyming/Level 5: Sorts words by rhyme

| STANDARD | 1.E.ECe. | With teacher assistance, use adjectives to describe people, places, and things. |
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**Ignite Skills**

Language & Communication Development/Vocabulary/Level 5: Demonstrates understanding of cross-curricular words

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
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| **LEARNING STANDARD / DISCIPLINE** | **LA.2.** | **Demonstrate understanding and enjoyment of literature.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **2.A.** | **Demonstrate interest in stories and books.** |
| STANDARD | 2.A.ECb. | Look at books independently, pretending to read. |

**Ignite Skills**

Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements

Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements

Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story

Literacy/Key Ideas & Details/Level 4: Recalls key details from a story

Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
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| **DESCRIPTOR / CONTENT DISCIPLINE** | **2.B.** | **Recognize key ideas and details in stories.** |
| STANDARD | 2.B.ECa. | With teacher assistance, ask and answer questions about books read aloud. |

**Ignite Skills**

Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text

| STANDARD | 2.B.ECc. | With teacher assistance, identify main character(s) of the story. |
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**Ignite Skills**

Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story

Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story

Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
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| **DESCRIPTOR / CONTENT DISCIPLINE** | **2.C.** | **Recognize concepts of books.** |
| STANDARD | 2.C.ECb. | Identify the front and back covers of books and display the correct orientation of books and page-turning skills. |

**Ignite Skills**

Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation

Literacy/Concepts of Print/Level 4: Identifies book parts and features

| STANDARD | 2.C.ECc. | With teacher assistance, describe the role of an author and illustrator. |
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**Ignite Skills**

Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **2.D.** | **Establish personal connections with books.** |
| STANDARD | 2.D.ECa. | With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. |

**Ignite Skills**

Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
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| **LEARNING STANDARD / DISCIPLINE** | **LA.3.** | **Demonstrate interest in and understanding of informational text.** |

| DESCRIPTOR / CONTENT DISCIPLINE | 3.A. | Recognize key ideas and details in nonfiction text. |
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| STANDARD | 3.A.ECa. | With teacher assistance, ask and answer questions about details in a nonfiction book. |
| | | **Ignite Skills** |
| | | Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text |
| **STATE GOAL / DISCIPLINARY CONCEPT** | **IL.LA.** | **Language Arts** |
| **LEARNING STANDARD / DISCIPLINE** | **LA.4.** | **Demonstrate increasing awareness of and competence in emergent reading skills and abilities.** |
| DESCRIPTOR / CONTENT DISCIPLINE | 4.A. | Demonstrate understanding of the organization and basic features of print. |
| STANDARD | 4.A.ECb. | Begin to follow words from left to right, top to bottom, and page by page. |
| | | **Ignite Skills** |
| | | Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality |
| STANDARD | 4.A.ECc. | Recognize the one-to-one relationship between spoken and written words. |
| | | **Ignite Skills** |
| | | Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality |
| STANDARD | 4.A.ECd. | Understand that words are separated by spaces in print. |
| | | **Ignite Skills** |
| | | Literacy/Segmenting/Level 1:Identifies separate words within a sentence |
| STANDARD | 4.A.ECe. | Recognize that letters are grouped to form words. |
| | | **Ignite Skills** |
| | | Literacy/Concepts of Print/Level 5: Distinguishes letters from words |
| | | Literacy/Segmenting/Level 1:Identifies separate words within a sentence |
| **STATE GOAL / DISCIPLINARY CONCEPT** | **IL.LA.** | **Language Arts** |
| DESCRIPTOR / CONTENT DISCIPLINE | 4.B. | Demonstrate an emerging knowledge and understanding of the alphabet. |
| STANDARD | 4.B.ECb. | Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. |
| | | **Ignite Skills** |
| | | Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters |
| | | Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters |
| | | Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters |
| | | Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds |
| | | Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds |
| STANDARD | 4.B.ECc. | With teacher assistance, match some upper/lowercase letters of the alphabet. |
| | | **Ignite Skills** |
| | | Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters |
| | | Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters |
| | | Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters |
| | | Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds |
| | | Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds |
| STANDARD | 4.B.ECd. | With teacher assistance, begin to form some letters of the alphabet, especially those in own name. |
| | | **Ignite Skills** |
| | | Literacy/Writing Development/Level 4: Writes letter strings |
| | | Literacy/Writing Development/Level 5: Writes letter strings with spaces |

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
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| **DESCRIPTOR / CONTENT DISCIPLINE** | **4.C.** | **Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).** |
| STANDARD | 4.C.ECa. | Recognize that sentences are made up of separate words. |
| | | **Ignite Skills** |
| | | Literacy/Segmenting/Level 1:Identifies separate words within a sentence |
| STANDARD | 4.C.ECb. | With teacher assistance, recognize and match words that rhyme. |
| | | **Ignite Skills** |
| | | Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.) |
| | | Literacy/Rhyming/Level 2: Determines if two words rhyme |
| | | Literacy/Rhyming/Level 3: Matches rhyming words |
| | | Literacy/Rhyming/Level 4: Determines which word does not rhyme |
| | | Literacy/Rhyming/Level 5: Sorts words by rhyme |
| STANDARD | 4.C.ECc. | Demonstrate ability to segment and blend syllables in words (e.g., "trac/tor, tractor"). |
| | | **Ignite Skills** |
| | | Literacy/Alliteration/Level 4: Isolates the onset in words |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word |
| | | Literacy/Segmenting/Level 2: Segments compound words into two words |
| | | Literacy/Segmenting/Level 3: Deletes word from a compound word |
| | | Literacy/Segmenting/Level 4: Segments words into syllables |
| | | Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes |
| STANDARD | 4.C.ECd. | With teacher assistance, isolate and pronounce the initial sounds in words. |
| | | **Ignite Skills** |
| | | Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset |
| | | Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset |
| | | Literacy/Alliteration/Level 4: Isolates the onset in words |
| | | Literacy/Alliteration/Level 5: Sorts words by onset |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word |
| | | Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word |

| STANDARD | 4.C.ECf. | With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). |
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**Ignite Skills**

Literacy/Alliteration/Level 4: Isolates the onset in words

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word

Literacy/Segmenting/Level 2: Segments compound words into two words

Literacy/Segmenting/Level 3: Deletes word from a compound word

Literacy/Segmenting/Level 4: Segments words into syllables

Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes

| STANDARD | 4.C.ECg. | With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat). |
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**Ignite Skills**

Literacy/Blending/Level 2: Adds missing word to form compound word.

Literacy/Blending/Level 3: Combines syllables to form words

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word

| **STATE GOAL / DISCIPLINARY CONCEPT** | **IL.LA.** | **Language Arts** |
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| **DESCRIPTOR / CONTENT DISCIPLINE** | **4.D.** | **Demonstrate emergent phonics and word-analysis skills.** |
| STANDARD | 4.D.ECb. | With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. |

**Ignite Skills**

Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters

Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters

Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters

Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds

Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds

| STANDARD | 4.D.ECc. | With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically. |
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**Ignite Skills**

Literacy/Alliteration/Level 4: Isolates the onset in words

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word

Literacy/Segmenting/Level 2: Segments compound words into two words

Literacy/Segmenting/Level 3: Deletes word from a compound word

Literacy/Segmenting/Level 4: Segments words into syllables

Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
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| **DESCRIPTOR / CONTENT DISCIPLINE** | **5.B.** | **Use writing to represent ideas and information.** |
| STANDARD | 5.B.ECb. | With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| | | **Ignite Skills** |
| | | Literacy/Writing Development/Level 2: Draws pictures to convey meaning |
| STANDARD | 5.B.ECc. | With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. |
| | | **Ignite Skills** |
| | | Literacy/Writing Development/Level 2: Draws pictures to convey meaning |

| STATE GOAL / DISCIPLINARY CONCEPT | IL.LA. | Language Arts |
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| **DESCRIPTOR / CONTENT DISCIPLINE** | **5.C.** | **Use writing to research and share knowledge.** |
| STANDARD | 5.C.ECb. | With teacher assistance, recall factual information and share that information through drawing, dictation, or writing. |
| | | **Ignite Skills** |
| | | Literacy/Writing Development/Level 2: Draws pictures to convey meaning |

| STATE GOAL / DISCIPLINARY CONCEPT | IL.MA. | Mathematics |
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| **LEARNING STANDARD / DISCIPLINE** | **MA.6.** | **Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **6.A.** | **Demonstrate beginning understanding of numbers, number names, and numerals.** |
| STANDARD | 6.A.ECa. | Count with understanding and recognize "how many" in small sets up to 5. |

**Ignite Skills**

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare

Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0-5

Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0-10

Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20

Mathematics/Number Sequencing/Level 1: Listens to number chants and songs

Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)

| STANDARD | | 6.A.ECb. | Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less. |
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**Ignite Skills**

Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare

Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)

| STANDARD | | 6.A.ECe. | Differentiate numerals from letters and recognize some single-digit written numerals. |
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**Ignite Skills**

Mathematics/Number Sequencing/Level 3: Recognizes numerals 0-5

Mathematics/Number Sequencing/Level 4: Recognizes numerals 0-10

| STANDARD | | 6.A.ECf. | Verbally recite numbers from 1 to 10. |
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**Ignite Skills**

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare

Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5

Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10

Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20

Mathematics/Number Sequencing/Level 1: Listens to number chants and songs

Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)

| STANDARD | 6.A.ECg. | Be able to say the number after another in the series up to 9 when given a "running start," as in "What comes after one, two, three, four...?". |
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**Ignite Skills**

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare

Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5

Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10

Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral

Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20

Mathematics/Number Sequencing/Level 1: Listens to number chants and songs

Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)

| STATE GOAL / DISCIPLINARY CONCEPT | IL.MA. | Mathematics |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **6.B.** | **Add and subtract to create new numbers and begin to construct sets.** |
| STANDARD | 6.B.ECa. | Recognize that numbers (or sets of objects) can be combined or separated to make another number. |

**_Ignite Skills_**

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation

Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation

| STANDARD | 6.B.ECb. | Show understanding of how to count out and construct sets of objects of a given number up to 5. |
|---|---|---|

**_Ignite Skills_**

Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

| STANDARD | 6.B.ECc. | Identify the new number created when small sets (up to 5) are combined or separated. |
|---|---|---|

**_Ignite Skills_**

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation

Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation
Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation

| STANDARD | 6.B.ECd. | Informally solve simple mathematical problems presented in a meaningful context. |
|---|---|---|

**_Ignite Skills_**

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation

Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation

| STANDARD | 6.B.ECe. | Fairly share a set of up to 10 items between two children. |
|---|---|---|

**_Ignite Skills_**

Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation

| STATE GOAL / DISCIPLINARY CONCEPT | IL.MA. | Mathematics |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **6.D.** | **Compare quantities using appropriate vocabulary terms.** |
| STANDARD | 6.D.ECa. | Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice. |

**_Ignite Skills_**

Mathematics/Number Sequencing/Level 2: Orders quantities 0-5

Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10

| STATE GOAL / DISCIPLINARY CONCEPT | IL.MA. | Mathematics |
|---|---|---|
| **LEARNING STANDARD / DISCIPLINE** | **MA.7.** | **Explore measurement of objects and quantities.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **7.A.** | **Measure objects and quantities using direct comparison methods and nonstandard units.** |
| STANDARD | 7.A.ECa. | Compare, order, and describe objects according to a single attribute. |

**_Ignite Skills_**

Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height

Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter

Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object

Mathematics/Measurement/Level 4: Fills in containers with objects to compare volumes

Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height

Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance

| STANDARD | 7.A.ECc. | Use vocabulary that describes and compares length, height, weight, capacity, and size. |
|---|---|---|

**_Ignite Skills_**

Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height

Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter

Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object

Mathematics/Measurement/Level 4: Fills in containers with objects to compare volumes

Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height

Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance

| STATE GOAL / DISCIPLINARY CONCEPT | IL.MA. | Mathematics |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **8.A.** | **Explore objects and patterns.** |
| STANDARD | 8.A.ECa. | Sort, order, compare, and describe objects according to characteristics or attribute(s). |

**_Ignite Skills_**

Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute

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| | | Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute |
| | | Mathematics/Classification & Data/Level 3: Matches similar objects |
| | | Mathematics/Classification & Data/Level 4: Identifies objects given two attributes |
| | | Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes |
| STANDARD | 8.A.ECb. | Recognize, duplicate, extend, and create simple patterns in various formats. |
| | | **_Ignite Skills_** |
| | | Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns |
| | | Mathematics/Patterns/Level 1: Copies ABAB patterns |
| | | Mathematics/Patterns/Level 2: Fills in and extends ABAB patterns |
| | | Mathematics/Patterns/Level 3: Creates simple repeating patterns |
| | | Mathematics/Patterns/Level 4: Copies AABBAA, ABCABC, and ABBABB patterns |
| | | Mathematics/Patterns/Level 5: Extends and fills in missing parts of AABBAA, ABCABC, and ABBABB patterns |
| **STATE GOAL / DISCIPLINARY CONCEPT** | **IL.MA.** | **Mathematics** |
| **LEARNING STANDARD / DISCIPLINE** | **MA.8.** | **Identify and describe common attributes, patterns, and relationships in objects.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **8.B.** | **Describe and document patterns using symbols.** |
| STANDARD | 8.B.ECa. | With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions. |
| | | **_Ignite Skills_** |
| | | Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns |
| | | Mathematics/Patterns/Level 1: Copies ABAB patterns |
| | | Mathematics/Patterns/Level 2: Fills in and extends ABAB patterns |
| | | Mathematics/Patterns/Level 3: Creates simple repeating patterns |
| | | Mathematics/Patterns/Level 4: Copies AABBAA, ABCABC, and ABBABB patterns |
| | | Mathematics/Patterns/Level 5: Extends and fills in missing parts of AABBAA, ABCABC, and ABBABB patterns |
| **STATE GOAL / DISCIPLINARY CONCEPT** | **IL.MA.** | **Mathematics** |
| **LEARNING STANDARD / DISCIPLINE** | **MA.9.** | **Explore concepts of geometry and spatial relations.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **9.A.** | **Recognize, name, and match common shapes.** |
| STANDARD | 9.A.ECa. | Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines). |
| | | **_Ignite Skills_** |
| | | Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation |
| | | Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations |
| | | Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape |
| | | Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece. |
| | | Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects |
| | | Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes |
| | | Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations |
| | | Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape |
| | | Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes |
| | | Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes |
| | | Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes |
| STANDARD | 9.A.ECb. | Sort collections of two- and three-dimensional shapes by type (e.g., triangles,rectangles, circles, cubes, spheres, pyramids). |

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| | | **Ignite Skills** |
| | | Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute |
| | | Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute |
| | | Mathematics/Classification & Data/Level 3: Matches similar objects |
| | | Mathematics/Classification & Data/Level 4: Identifies objects given two attributes |
| | | Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes |
| STANDARD | 9.A.ECc. | Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names. |
| | | **Ignite Skills** |
| | | Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation |
| | | Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations |
| | | Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape |
| | | Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece. |
| | | Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects |
| | | Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes |
| | | Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations |
| | | Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape |
| | | Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes |
| | | Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes |
| | | Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes |
| STANDARD | 9.A.ECd. | Combine two-dimensional shapes to create new shapes. |
| | | **Ignite Skills** |
| | | Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation |
| | | Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations |
| | | Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape |
| | | Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece. |
| | | Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects |
| STANDARD | 9.A.ECe. | Think about /imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down). |
| | | **Ignite Skills** |
| | | Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects |
| | | Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes |
| | | Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations |
| | | Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape |
| | | Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes |
| | | Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes |
| | | Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes |
| **STATE GOAL / DISCIPLINARY CONCEPT** | **IL.MA.** | **Mathematics** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **9.B.** | **Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.** |
| STANDARD | 9.B.ECa. | Show understanding of location and ordinal position. |
| | | **Ignite Skills** |
| | | Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes |

Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations

Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape

Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Spatial Relationships/Level 1: Follows simple directions related to position (in, on, off, over, under)

Mathematics/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)

Mathematics/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)

Mathematics/Spatial Relationships/Level 4: Follows simple directions related to frames of reference (behind, left, right, in front of, to this side of, above, below)

Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance

| STANDARD | 9.B.ECb. | Use appropriate vocabulary for identifying location and ordinal position. |
|---|---|---|

**Ignite Skills**

Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes

Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations

Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape

Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)

Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line

Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line

Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Spatial Relationships/Level 1: Follows simple directions related to position (in, on, off, over, under)

Mathematics/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)

Mathematics/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)

Mathematics/Spatial Relationships/Level 4: Follows simple directions related to frames of reference (behind, left, right, in front of, to this side of, above, below)

Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SC. | Science |
|---|---|---|
| **LEARNING STANDARD / DISCIPLINE** | **SC.11.** | **Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **11.A.** | **Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.** |
| STANDARD | 11.A.ECe. | Use mathematical and computational thinking. |

**Ignite Skills**

Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11-20 as an equation

Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SC. | Science |
|---|---|---|
| **LEARNING STANDARD / DISCIPLINE** | **SC.12.** | **Explore concepts and information about the physical, earth, and life sciences.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **12.A.** | **Understand that living things grow and change.** |
| STANDARD | 12.A.ECa. | Observe, investigate, describe, and categorize living things. |

**Ignite Skills**

Science & Technology/Life Science/Level 1: Identifies at least one living thing

Science & Technology/Life Science/Level 2: Identifies at least 3 living things

Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)

Science & Technology/Life Science/Level 4: Identifies how living things change over time

Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time

Science & Technology/Life Science/Level 6: Classifies plants based on observable characteristics

Science & Technology/Life Science/Level 7: Identifies basic parts of plants

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SC. | Science |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **12.B.** | **Understand that living things rely on the environment and/or others to live and grow.** |
| STANDARD | 12.B.ECa. | Describe and compare basic needs of living things. |

**Ignite Skills**

Science & Technology/Earth Science/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live
Social Studies/Community Awareness/Level 8B: Shows an understanding of ways that groups and institutions work to meet people's needs and promote, or fail to promote, the common good

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| STANDARD | 12.B.ECb. | Show respect for living things. |

**Ignite Skills**

Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SC. | Science |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **12.C.** | **Explore the physical properties of objects.** |
| STANDARD | 12.C.ECa. | Identify , describe, and compare the physical properties of objects. |

**Ignite Skills**

Science & Technology/Earth Science/Level 1: Identifies materials in the environment

Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or humanmade material

Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials

Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do

Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties

Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items

Science & Technology/Physical Science/Level 6: Classify objects based on the way they move

Science & Technology/Physical Science/Level 7: Classify objects based on the type of engery they produce (light, heat, and sound)

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SC. | Science |
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| **DESCRIPTOR / CONTENT DISCIPLINE** | **12.D.** | **Explore concepts of force and motion.** |

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| STANDARD | 12.D.ECa. | Describe the effects of forces in nature. |
| | | **Ignite Skills** |
| | | Science & Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment |
| | | Science & Technology/Physical Science/Level 8: Predicts different effects of various amounts of force applied to stationary objects. |
| STANDARD | 12.D.ECb. | Explore the effect of force on objects in and outside the early childhood environment. |
| | | **Ignite Skills** |
| | | Science & Technology/Physical Science/Level 8: Predicts different effects of various amounts of force applied to stationary objects. |
| **STATE GOAL / DISCIPLINARY CONCEPT** | **IL.SC.** | **Science** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **12.E.** | **Explore concepts and information related to the earth, including ways to take care of our planet.** |
| STANDARD | 12.E.ECa. | Observe and describe characteristics of earth, water, and air. |
| | | **Ignite Skills** |
| | | Science & Technology/Earth Science/Level 1: Identifies materials in the environment |
| STANDARD | 12.E.ECb. | Participate in discussions about simple ways to take care of the environment. |
| | | **Ignite Skills** |
| | | Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment |
| | | Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment |
| **STATE GOAL / DISCIPLINARY CONCEPT** | **IL.SC.** | **Science** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **12.F.** | **Explore changes related to the weather and seasons.** |
| STANDARD | 12.F.ECa. | Observe and discuss changes in weather and seasons using common vocabulary. |
| | | **Ignite Skills** |
| | | Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment |
| | | Science & Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment |
| | | Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment |
| **STATE GOAL / DISCIPLINARY CONCEPT** | **IL.SC.** | **Science** |
| **LEARNING STANDARD / DISCIPLINE** | **SC.13.** | **Understand important connections and understandings in science and engineering.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **13.B.** | **Use tools and technology to assist with science and engineering investigations.** |
| STANDARD | 13.B.ECa. | Use nonstandard and standard scientific tools for investigation. |
| | | **Ignite Skills** |
| | | Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools |
| | | Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life |
| | | Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools |
| | | Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses |
| | | Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools |
| | | Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively |
| STANDARD | 13.B.ECb. | Become familiar with technological tools that can aid in scientific inquiry. |
| | | **Ignite Skills** |
| | | Science & Technology/Simple Tools & Technology/Level 1: Identifies simple tools |
| | | Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life |
| | | Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools |

Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses

Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools

Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively

Science & Technology/Simple Tools & Technology/Level 7: Explores technology used for learning, adapting and investigating

Science & Technology/Simple Tools & Technology/Level 8: Explores technology used to solve problems, design solutions, or create something new

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SC. | Science |
|---|---|---|
| **LEARNING STANDARD / DISCIPLINE** | **SS.14.** | **Understand some concepts related to citizenship.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **14.A.** | **Understand what it means to be a member of a group and community.** |
| STANDARD | 14.A.ECa. | Recognize the reasons for rules in the home and early childhood environment and for laws in the community. |

**Ignite Skills**

Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines

Physical Development/Health & Safety/Level 2: Identifies ways to play safely

Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety

Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger

| STANDARD | 14.A.ECb. | Contribute to the well-being of one's early childhood environment, school, and community. |
|---|---|---|

**Ignite Skills**

Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety

Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance

Physical Development/Self-Care/Level 6: Explores relaxing self-care activities

Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations

Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SC. | Science |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **14.D.** | **Understand the role that individuals can play in a group or community.** |
| STANDARD | 14.D.ECa. | Develop an awareness of what it means to be a leader. |

**Ignite Skills**

Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond

Social Studies/Community Awareness/Level 1: Draws a picture of a neighborhood

Social Studies/Community Awareness/Level 2: Identifies characteristics of a neighborhood

Social Studies/Community Awareness/Level 3: Shows understanding of how places and things within a neighborhood are commonly utilized

Social Studies/Community Awareness/Level 4: Demonstrates understanding of physical features of neighborhoods/communities

Social Studies/Community Awareness/Level 6: Explores ways to help community helpers do their work in the community

Social Studies/Community Awareness/Level 7: Explores ways to build community relationships

Social Studies/Community Awareness/Level 8: Explores ways to help those in need

Social Studies/Community Awareness/Level 8B: Shows an understanding of ways that groups and institutions work to meet people's needs and promote, or fail to promote, the common good
Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

| STANDARD | 14.D.ECb. | Participate in a variety of roles in the early childhood environment. |
|---|---|---|

**Ignite Skills**

Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond

Social Studies/Community Awareness/Level 1: Draws a picture of a neighborhood

Social Studies/Community Awareness/Level 2: Identifies characteristics of a neighborhood

Social Studies/Community Awareness/Level 3: Shows understanding of how places and things within a neighborhood are commonly utilized

Social Studies/Community Awareness/Level 4: Demonstrates understanding of physical features of neighborhoods/communities

Social Studies/Community Awareness/Level 6: Explores ways to help community helpers do their work in the community

Social Studies/Community Awareness/Level 7: Explores ways to build community relationships

Social Studies/Community Awareness/Level 8: Explores ways to help those in need

Social Studies/Community Awareness/Level 8B: Shows an understanding of ways that groups and institutions work to meet people's needs and promote, or fail to promote, the common good
Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SS. | Social Studies |
|---|---|---|
| LEARNING STANDARD / DISCIPLINE | SS.16. | Develop an awareness of the self and his or her uniqueness and individuality. |
| DESCRIPTOR / CONTENT DISCIPLINE | 16.A. | Explore his or her self and personal history. |
| STANDARD | 16.A.ECb. | Develop a basic awareness of self as an individual. |

**Ignite Skills**

Social Studies/Self-Identity/Level 1: Draws a self-portrait

Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself

Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SS. | Social Studies |
|---|---|---|
| LEARNING STANDARD / DISCIPLINE | SS.17. | Explore geography, the child's environment, and where people live, work, and play. |
| DESCRIPTOR / CONTENT DISCIPLINE | 17.A. | Explore environments and where people live. |
| STANDARD | 17.A.ECa. | Locate objects and places in familiar environments. |

**Ignite Skills**

Social Studies/Community Awareness/Level 1: Draws a picture of a neighborhood

Social Studies/Community Awareness/Level 2: Identifies characteristics of a neighborhood

Social Studies/Community Awareness/Level 3: Shows understanding of how places and things within a neighborhood are commonly utilized

Social Studies/Community Awareness/Level 4: Demonstrates understanding of physical features of neighborhoods/communities

| | | |
|---|---|---|
| STANDARD | 17.A.ECb. | Express beginning geographic thinking. |

**Ignite Skills**

Social Studies/Self-Identity/Level 2: Draws a picture of his/her home

Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SS. | Social Studies |
|---|---|---|
| LEARNING STANDARD / DISCIPLINE | SS.18. | Explore people and families. |
| DESCRIPTOR / CONTENT DISCIPLINE | 18.A. | Explore people, their similarities, and their differences. |
| STANDARD | 18.A.ECa. | Recognize similarities and differences in people. |

**Ignite Skills**

Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe

Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SS. | Social Studies |
|---|---|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 18.B. | Develop an awareness of self within the context of family. |

| STANDARD | | 18.B.ECa. | Understand that each of us belongs to a family and recognize that families vary. |
|---|---|---|---|

**Ignite Skills**

Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family

| STATE GOAL / DISCIPLINARY CONCEPT | IL.PDH. | Physical Development and Health |
|---|---|---|
| LEARNING STANDARD / DISCIPLINE | PDH.19. | Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity. |
| DESCRIPTOR / CONTENT DISCIPLINE | 19.A. | Demonstrate physical competency and control of large and small muscles. |

| STANDARD | | 19.A.ECa. | Engage in active play using gross- and fine-motor skills. |
|---|---|---|---|

**Ignite Skills**

Physical Development/Fine Motor/Level 6: Uses one finger to make small movements

Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects

Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand

| STANDARD | | 19.A.ECc. | Use strength and control to accomplish tasks. |
|---|---|---|---|

**Ignite Skills**

Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance

| STANDARD | | 19.A.ECd. | Use eye-hand coordination to perform tasks. |
|---|---|---|---|

**Ignite Skills**

Physical Development/Fine Motor/Level 6: Uses one finger to make small movements

Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects

Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand

| STANDARD | | 19.A.ECe. | Use writing and drawing tools with some control. |
|---|---|---|---|

**Ignite Skills**

Literacy/Writing Development/Level 2: Draws pictures to convey meaning

| STATE GOAL / DISCIPLINARY CONCEPT | IL.PDH. | Physical Development and Health |
|---|---|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 19.C. | Demonstrate knowledge of rules and safety during activity. |

| STANDARD | | 19.C.ECa. | Follow simple safety rules while participating in activities. |
|---|---|---|---|

**Ignite Skills**

Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines

Physical Development/Health & Safety/Level 2: Identifies ways to play safely

Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety

Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger

| STATE GOAL / DISCIPLINARY CONCEPT | IL.PDH. | Physical Development and Health |
|---|---|---|
| LEARNING STANDARD / DISCIPLINE | PDH.20. | Develop habits for lifelong fitness. |
| DESCRIPTOR / CONTENT DISCIPLINE | 20.A. | Achieve and maintain a health-enhancing level of physical fitness. |

| STANDARD | | 20.A.ECa. | Participate in activities to enhance physical fitness. |
|---|---|---|---|

**Ignite Skills**

Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance

| STANDARD | | 20.A.ECb. | Exhibit increased levels of physical activity. |
|---|---|---|---|

**Ignite Skills**

Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance

| STATE GOAL / DISCIPLINARY CONCEPT | IL.PDH. | Physical Development and Health |
|---|---|---|
| LEARNING STANDARD / DISCIPLINE | PDH.21. | Develop team-building skills by working with others through physical activity. |
| DESCRIPTOR / CONTENT DISCIPLINE | 21.A. | Demonstrate individual responsibility during group physical activities. |
| STANDARD | 21.A.ECa. | Follow rules and procedures when participating in group physical activities. |
| | | **Ignite Skills** |
| | | Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance |
| STANDARD | 21.A.ECb. | Follow directions, with occasional adult reminders, during group activities. |
| | | **Ignite Skills** |
| | | Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation |
| | | Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation |
| | | Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation |
| | | Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.PDH. | Physical Development and Health |
| DESCRIPTOR / CONTENT DISCIPLINE | 21.B. | Demonstrate cooperative skills during structured group physical activity. |
| STANDARD | 21.B.ECa. | Demonstrate ability to cooperate with others during group physical activities. |
| | | **Ignite Skills** |
| | | Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.PDH. | Physical Development and Health |
| LEARNING STANDARD / DISCIPLINE | PDH.22. | Understand principles of health promotion and the prevention and treatment of illness and injury. |
| DESCRIPTOR / CONTENT DISCIPLINE | 22.A. | Explain the basic principles of health promotion, illness prevention, treatment, and safety. |
| STANDARD | 22.A.ECa. | Identify simple practices that promote healthy living and prevent illness. |
| | | **Ignite Skills** |
| | | Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety |
| | | Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance |
| | | Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods |
| | | Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods |
| | | Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu |
| | | Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu |
| | | Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods |
| | | Physical Development/Nutrition/Level 8: Builds a balanced plate |
| STANDARD | 22.A.ECb. | Demonstrate personal care and hygiene skills, with adult reminders. |
| | | **Ignite Skills** |
| | | Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance |
| | | Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios |
| | | Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting) |
| | | Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities |
| | | Physical Development/Self-Care/Level 4: Identifiessteps of a morning routine |
| | | Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes |
| STANDARD | 22.A.ECc. | Identify and follow basic safety rules. |

**Ignite Skills**

Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines

Physical Development/Health & Safety/Level 2: Identifies ways to play safely

Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety

Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger

| STATE GOAL / DISCIPLINARY CONCEPT | IL.PDH. | Physical Development and Health |
|---|---|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 23.B. | Identify ways to keep the body healthy. |
| STANDARD | 23.B.ECa. | Identify examples of healthy habits. |

**Ignite Skills**

Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety

Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance

Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods

Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods

Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu

Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu

Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods

Physical Development/Nutrition/Level 8: Builds a balanced plate

| STANDARD | 23.B.ECb. | Identify healthy and nonhealthy foods and explain the effect of these foods on the body. |
|---|---|---|

**Ignite Skills**

Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety

Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance

Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods

Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods

Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu

Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu

Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods

Physical Development/Nutrition/Level 8: Builds a balanced plate

| STATE GOAL / DISCIPLINARY CONCEPT | IL.PDH. | Physical Development and Health |
|---|---|---|
| LEARNING STANDARD / DISCIPLINE | PDH.24. | Promote and enhance health and well-being through the use of effective communication and decision-making skills. |
| DESCRIPTOR / CONTENT DISCIPLINE | 24.C. | Demonstrate skills essential to enhancing health and avoiding dangerous situations. |
| STANDARD | 24.C.ECa. | Participate in activities to learn to avoid dangerous situations. |

**Ignite Skills**

Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines

Physical Development/Health & Safety/Level 2: Identifies ways to play safely

Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety

Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger

| STATE GOAL / DISCIPLINARY CONCEPT | IL.AR. | The Arts |
|---|---|---|
| LEARNING STANDARD / DISCIPLINE | AR.25. | Gain exposure to and explore the arts. |
| DESCRIPTOR / CONTENT DISCIPLINE | 25.A. | Investigate, begin to appreciate, and participate in the arts. |
| STANDARD | 25.A.ECc. | Music: begin to appreciate and participate in music activities. |

**Ignite Skills**

Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs

Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)

| STANDARD | 25.A.ECd. | Visual arts: Investigate and participate in activities using visual arts materials. |
|---|---|---|

**Ignite Skills**

Literacy/Writing Development/Level 2: Draws pictures to convey meaning

| STATE GOAL / DISCIPLINARY CONCEPT | IL.AR. | **The Arts** |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **25.B.** | **Display an awareness of some distinct characteristics of the arts.** |
| STANDARD | 25.B.ECa. | Describe or respond to their creative work or the creative work of others. |

**Ignite Skills**

Literacy/Writing Development/Level 2: Draws pictures to convey meaning

| STATE GOAL / DISCIPLINARY CONCEPT | IL.AR. | **The Arts** |
|---|---|---|
| **LEARNING STANDARD / DISCIPLINE** | **AR.26.** | **Understand that the arts can be used to communicate ideas and emotions.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **26.B.** | **Understand ways to express meaning through the arts.** |
| STANDARD | 26.B.ECa. | Use creative arts as an avenue for self-expression. |

**Ignite Skills**

Literacy/Writing Development/Level 2: Draws pictures to convey meaning

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SED. | **Social / Emotional Development** |
|---|---|---|
| **LEARNING STANDARD / DISCIPLINE** | **SED.30.** | **Develop self-management skills to achieve school and life success and develop positive relationships with others.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** | **30.A.** | **Identify and manage one's emotions and behavior.** |
| STANDARD | 30.A.ECe. | Use materials with purpose, safety, and respect. |

**Ignite Skills**

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SED. | **Social / Emotional Development** |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **30.B.** | **Recognize own uniqueness and personal qualities.** |
| STANDARD | 30.B.ECa. | Describe self using several basic characteristics. |

**Ignite Skills**

Social Studies/Self-Identity/Level 1: Draws a self-portrait

Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family

Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to him/herself

Social Studies/Self-Identity/Level 5: Draws a self-portrait with (at least one) characteristic or interests included

Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family

Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SED. | **Social / Emotional Development** |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **30.C.** | **Demonstrate skills related to successful personal and school outcomes.** |
| STANDARD | 30.C.ECb. | Demonstrate persistence and creativity in seeking solutions to problems. |

**Ignite Skills**

Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem

Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect

Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems

Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring

Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions

Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SED. | Social / Emotional Development |
|---|---|---|
| LEARNING STANDARD / DISCIPLINE | SED.31. | Use social-awareness and interpersonal skills to establish and maintain positive relationships. |
| DESCRIPTOR / CONTENT DISCIPLINE | 31.A. | Develop positive relationships with peers and adults. |
| STANDARD | 31.A.ECe. | Develop positive relationships with peers. |

**Ignite Skills**

Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond

Social Studies/Community Awareness/Level 7: Explores ways to build community relationships

Social Studies/Community Awareness/Level 8: Explores ways to help those in need

Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SED. | Social / Emotional Development |
|---|---|---|
| DESCRIPTOR / CONTENT DISCIPLINE | 31.B. | Use communication and social skills to interact effectively with others. |
| STANDARD | 31.B.ECa. | Interact verbally and nonverbally with other children. |

**Ignite Skills**

Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond

Social Studies/Community Awareness/Level 7: Explores ways to build community relationships

Social Studies/Community Awareness/Level 8: Explores ways to help those in need

Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

| STANDARD | 31.B.ECb. | Engage in cooperative group play. |

**Ignite Skills**

Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond

Social Studies/Community Awareness/Level 7: Explores ways to build community relationships

Social Studies/Community Awareness/Level 8: Explores ways to help those in need

Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

| STANDARD | 31.B.ECc. | Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. |

**Ignite Skills**

Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond

Social Studies/Community Awareness/Level 7: Explores ways to build community relationships

Social Studies/Community Awareness/Level 8: Explores ways to help those in need

Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

| STATE GOAL / DISCIPLINARY CONCEPT | IL.SED. | Social / Emotional Development |
|---|---|---|
| **DESCRIPTOR / CONTENT DISCIPLINE** | **31.C.** | **Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** |
| STANDARD | 31.C.ECa. | Begin to share materials and experiences and take turns. |

**Ignite Skills**

Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond

Social Studies/Community Awareness/Level 7: Explores ways to build community relationships

Social Studies/Community Awareness/Level 8: Explores ways to help those in need

Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others