Alignment to DRDP Kindergarten

DRDP Kindergarten	DRDP Developmental Level		Ignite Alignment
Approaches to Learning–Self-Regulation			
Curiosity and Initiative in Learning	Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	Maintains attention, on own or with adult support, during brief activities Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	Through the use of Ignite children are required to maintain attention during an activity Explores various materials to accomplish a goal Explores simple observations to make a prediction
Self-Control of Feelings and Behavior	Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	Responds to internal or external stimulation in basic ways Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	Through the use of Ignite children are required to respond to external stimulation in basic ways to complete experiences Engages in breathing exercises to learn to calm self Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad) Identifies appropriate ways to manage basic negative emotions (scared, mad, sad) Identifies appropriate ways to respond to basic positive emotions (happy) Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised) Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised)
Engagement and Persistence	Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult	Works through challenges on own while engaged in self-selected activities Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult Uses self-control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively	Through the use of Ignite, children will have to work through challenges on their own while engaging in the selected activity from the Tree House Engages in a challenging activity and asks for help when needed Completes an activity with unknown challenges Identifies appropriate ways to respond to more complex positive emotions (calm, surprised)
Shared Use of Space and Materials	Child develops the capacity to share the use of space and materials with others	Although Ignite is used for independent learning many of our offline extension activities found on the educator facing platform encourage children to practice sharing space and materials with their peers	
Social and Emotional Development			
Identity of Self in Relation to Others	Child shows increasing awareness of self as distinct from and also related to others	Compares own preferences or feelings to those of others	Recognizes that others may have a different emotional response than their own
Social and Emotional Understanding	Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics	Identifies own or others' feelings Communicates ideas about why one has a feeling or what will happen as result of a feeling. Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics	Identifies basic emotions (happy, sad, angry/mad, and scared) Demonstrates causes of basic emotions Identifies more complex emotions (calm, surprised, embarrassed, and disappointed) Demonstrates causes of more complex emotions
Relationships and Social Interactions with Familiar Adults	Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and	Although Ignite digital experiences do not address these skills, the extension activities found on the educator facing platform provide opportunities for children to engage with their educator Family experiences also foster similar opportunities for familiar adults including family members	

	cooperative manner with familiar adults		
Relationships and Social Interactions with Peers	Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers	Although Ignite digital experiences do not address these skills, the extension activities found on the educator facing platform encourage cooperative play and interactions with peers	
Symbolic and Sociodramatic Play	Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others	Although Ignite digital experiences do not address these skills, the extension activities found on the educator facing platform encourage children to engage in symbolic and dramatic play	
Language and Literacy Development			
Understanding of Language (Receptive)	Child understands increasingly complex communication and language	Shows understanding of a variety of single words Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities Shows understanding of a series of complex statements that explain how or why things happen	Shows understanding of basic words Demonstrates understanding of complex and compound sentences Responds to "how" questions
Responsiveness to Language	Child communicates or acts in response to language and responds to increasingly complex language	Responds to one-step requests or questions that involve a familiar activity or routine Carries out a one-step request that relates to a new or unfamiliar activity or situation Carries out multi-step requests that involve a familiar activity or situation	Responds to one-step requests or questions Carries out a one-step request that relates to a new or an unfamiliar activity or situation Follows two-step, oral directions (that relate to familiar activity or situation Carries out two-step requests that involve a new or unfamiliar activity or situation Carries out multi-step requests that relate to familiar activities or situations
Communication and Use of Language (Expressive)	Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences	Although our digital experiences in Ignite do not provide children with opportunities to develop their communication skills. Many of our offline extension activities found in the educator facing platform encourage communication and conversation skills.	
Reciprocal Communication and Conversation	Child engages in back-and-forth communication that develops into increasingly extended conversation		
Interest in Literacy	Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story Initiatives looking at and talking about books, listening to, and talking about stories, or playing rhyming games Looks at books page by page; or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult	Draws pictures to summarize text and labels key details Interacts during a read-aloud with call and response or movements Listens to fictional texts with simple details and story elements Listens to nonfiction texts with simple structures and elements
Comprehension of Age-Appropriate Text	Child develops capacity to understand details and ideas from age-appropriate text presented by adults	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations Identifies the main character(s) in a story Recalls key details from a story Recalls order of events after reading a text Recalls order of procedures after reading a procedural text Recalls the order of events in a story Makes simple prediction and inferences about a text

Category	Description	Indicators (middle)	Indicators (right)
Concepts About Print	Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning	Demonstrates understanding of how to follow print on a page of text Demonstrates understanding that print is organized into units, such as letters, sounds, and words Demonstrates understanding that print and symbols carry meaning Demonstrates awareness of the way books are handled Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation Writes and composes simple sentences to communicate ideas to others	Demonstrates understanding of print directionality Distinguishes letters from words Distinguishes print from pictures Identifies appropriate book orientation Uses capital letters at the beginning of a sentence and ending punctuation Uses invented or phonetic spelling
Phonological Awareness	Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language	Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects Demonstrates awareness of larger units of language (e.g. words, syllables) Engages actively in play with sounds in words or rhymes, or sings simple songs, or repeats simple nursery rhymes Matches initial and final sounds of words and segments and blends initial and final phonemes of words	Adds missing word to form compound word Blends onsets and rimes to make one-syllable words Combines syllables to form words Combines two words to make a compound word Deletes word from a compound word Identifies separate words within a sentence Listens to a variety of rhymes (songs, chants, etc.) Segments compound words into two words Segments words into syllables Blends phonemes to form simple words Explores segmenting simple words into individual phonemes Isolates final sounds in CVC words Isolates medial vowel sounds in CVC words (short vowels only)
Letter and Word Knowledge	Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words	Identifies most uppercase letters; and identifies most lowercase letters; and shows understanding that letters correspond to sounds in words Identifies 10 or more letters (not necessarily at the same time); and shows understanding that letters make up words Demonstrates knowledge of all the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels; and identifies frequently used words (e.g. the, of, is, to, you, she, may) Assembles or splits apart words to make new words; and Identifies both short and long vowel sounds for most vowels	Identifies all 26 uppercase and lowercase letters Identifies less than 10 letters based on their sound Rapidly identifies all 26 uppercase and lowercase letters Recognizes 10 uppercase letters Recognizes 18 uppercase and 15 lowercase letters Recognizes 26 uppercase and 20 lowercase letters Identifies 10 uppercase letters based on their sounds Identifies 15 uppercase and 10 lowercase letters based on their sounds Identifies all 26 uppercase and lowercase letters based on their sounds Identifies all uppercase and 20 lowercase letters based on their sounds Identifies the following sight words: of, with, they, be, this, have, from, we, look, my Identifies the following sight words: the, can, is, a, I, see, on, he, she, at Identifies the following sight words: to, in, you, it, was, that, his, and, for, are Identifies vowels based on long vowel sounds
Emergent Writing	Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning	Makes scribble marks or simple drawings that represent people, things, or events Uses letters or clearly recognizable approximations of letters to write own name Writes several words or a few simple phrases; or clearly recognizable approximations Makes marks to represent own name or words	Draws pictures to convey meaning Writes letter strings Writes letter strings with spaces Writes shape like symbols

English Language Development*

While Ignite does not feature games specifically designed for English language development, many of Ignites games can support the growth and development of English language learners

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			Through the use of Ignite, English language learners have the opportunity to explore:
Comprehension of English (Receptive English)	Child is progressing toward fluency in understanding English	Shows understanding of a variety of single words Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities Shows understanding of a series of complex statements that explain how or why things happen Responds to one-step requests or questions that involve a familiar activity or routine Carries out a one-step request that relates to a new or unfamiliar activity or situation Carries out multi-step requests that involve a familiar activity or situation Carries out multi-step requests that involve a new or unfamiliar activity or situation Carries out multi-step requests that involve a familiar activity or situation Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)	Showing understanding of basic words Responding to "what," "where," and "how" questions Understanding complex and compound sentences Understanding color words Sorting words into categories Understanding comparative adjectives, common antonyms, cross-curricular words, multiple meaning words and shades of verbs and adjectives Using sentence-level context as a clue to a meaning of a word Responds to one-step requests or questions Carrying out one-step and multiple-step activities in both familiar and new situations Understanding of cross-curricular level tier 2 words (prekindergarten, kindergarten & 1st grade) Understanding of regular plural nouns Understanding of simple past, progressive present, and simple future verb tenses. Understanding of question words (who, what, where, when, why, how) Understanding of prepositions within sentences Understanding of irregular plural nouns Understanding of matching verbs to singular and plural nouns in basic sentences
Self-Expression in English (Expressive English)	Child shows increasing progress toward fluency in speaking English		
Understanding and Response to English Literacy Activities	Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect Looks at books page by page; or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story Engages actively in play with sounds in words or rhymes, or sings simple songs, or repeats simple nursery rhymes	Through the use of Ignite, English language learners have the opportunity to explore: Listening to songs and chants that have repeating initial sounds Listening to a variety of rhymes (songs, chants, etc.) Listening to fictional texts with simple details and story elements Listening to nonfiction texts with simple structures and elements Identifying the main character(s) in a story Recalling key details from a story Recalling the order of events in a story Recalling several facts from expository text Making text to text connections Drawing pictures to summarize text and labeling key details Interacting during a read-aloud with call and response or movements Answering simple recall questions about a text with short, predictable sentences that directly relate to illustrations Recalling order of events after reading a text Making simple prediction and inferences about a text Understanding of content specific vocabulary used in a text Recalling order of procedures after reading a procedural text

Symbol, Letter, and Print Knowledge in English	Child shows an increasing understanding that print in English carries meaning	Demonstrates awareness of the way books are handled Demonstrates understanding that print and symbols carry meaning Demonstrates understanding of how to follow print on a page of text Demonstrates understanding that print is organized into units, such as letters, sounds, and words	Through the use of Ignite, English language learners have the opportunity to explore: Identifying appropriate book orientation Distinguishing print from pictures Understanding of print directionality Identifying book parts and features Distinguishing letters from words Distinguishing between uppercase and lowercase letters Tracking written text along with spoken text Identifying features of nonfiction texts
Cognition, Including Math, and Science: Math			
Classification	Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes	Sorts objects accurately into two or more groups based on one attribute Sorts objects into two groups based on one attribute, but not always accurately Sorts objects into two or more groups, based on one attribute, t hen puts all the objects together and re-sorts the entire collection into new groups Sorts objects into groups based on at least two attributes, sometimes string by one attribute and then subdividing those groups based on a second attribute	Sorts objects based on a single attribute Matches similar objects Identifies objects given two attributes Sorts objects based on two attributes
Number Sense of Quantity	Child shows developing understanding of number and quantity	Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one- to-one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20 Identifies small quantities without counting, up to three Counts up to five objects using one-to-one correspondence; and recites numbers in order, one through ten Shows understanding that the last number counted is the total in the group. Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20	Recognizes numerals 0-10 Recognizes 11-20 Counts sets of up to 20 objects Writes numerals 0 - 10 Writes numerals 11 - 20 Matches small sets of 1-3 objects Touches one object for each number said for sets up to 5 Counts up to 5 objects Counts up to 10 objects Produces sets of up to 5 objects Produces sets of up to 10 objects
Number Sense of Math Operations	Child shows increasing ability to add and subtract small quantities of objects	Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrate understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., 7=5+2; 7=6+1) Demonstrates understanding that adding objects to a group makes more or that taking objects away makes fewer or less	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 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 Finds the total by counting on from the first addend with sums up to ten Determines the missing addend by adding on objects (i.e. you have 5 balls and then get some more. Now you have 7 in all. How many did you get?) Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?) Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems) Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the

			objects in the word problems) Identifies the missing part to complete wholes up to 5 Given the whole (up to 5), identifies two parts that can be used to create the whole Identifies the missing part to complete wholes up to 10 Given the whole (up to 10), identifies two parts that can be used to create the whole Given a set of objects, adds on to the set to make a given total (i.e. there are 4 bears and the child is asked to make there be 7; child adds 3 more bears) Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)
Measurement	Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity) Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words Explores the properties of objects (e.g. size, length, weight, capacity) through either the use of measurement tools with standard units (e.g. ruler, scale) or the use of nonstandard units (e.g. footsteps, blocks) Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units	Orders up to 3 objects by length and height Identifies the object that is longer, taller, or shorter Orders up to 10 objects by length and height Uses a nonstandard unit of measurement to measure and compare objects Uses standard measurement tools to compare two objects Fills in containers with objects to compare volumes
Patterning	Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity	Identifies smallest repeating unit of the pattern; and translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement) Matches simple sequences that are seen, heard, or experienced Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern Attempts to create simple repeating patterns (with two elements) Creates, copies, or extends complex patterns (with three or more elements)	Creates varied repeating patterns Copies ABAB patterns Fills in and extends ABAB patterns Creates simple repeating patterns Copies AABBAA, ABCABC, and ABBABB patterns Extends and fills in missing parts of AABBAA, ABCABC, and ABBABB patterns
Shapes	Child shows an increasing knowledge of shapes and their characteristics	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them Recognizes shapes when they are presented in different orientations or as parts of other objects Identifies or names several shapes in the environment (e.g. circles, squares, triangles) Describes several shapes and the differences between them Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three-dimensional shapes (e.g., cylinder, cubes)	Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations Names a circle, square, and triangle when shown a prototypical shape (e.g. an equilateral triangle, a square rotated 45 degrees, or an elongated rectangle) Describes attributes of basic 2-dimensional shapes Compares 2-dimensional shapes Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)
Cognition, Including Math, and Science: Science			
Cause and Effect	Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect	Acts on objects to cause a specific result	Through the use of Ignite children act on objects on the screen to cause a specific result

Inquiry Through Observation and Investigation	Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them	Although our digital experiences do not enable exploration in their environment many of our offline extension activities found on the educator facing platform provide opportunities for children to explore and investigate objects in their environment.	
Documentation and Communication of Inquiry	Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others	Communicates similarities or differences in the characteristics of objects Identifies objects or events in the environment	Classifies objects based on one property Identifies materials in the environment
Knowledge of the Natural World	Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics	Identifies basic characteristics of living things, earth materials, or events in the environment (e.g. how they look, feel, sound, or behave) Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth) Demonstrates knowledge of patterns that can be predicted in living things (e.g., life cycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)	Identifies living things Identifies the basic needs of living things Demonstrates understanding of life cycles

Physical Development

Perceptual-Motor Skills and Movement Concepts	Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness		
Gross Locomotor Movement Skills	Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)	Although Ignite's digital learning experiences do not provide opportunities to engage in locomotor skills, some of the offline extension activities found on the educator platform encourage running, jumping, walking, etc., to allow children to practice these skills	
Gross Motor Manipulative Skills	Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)	Manipulates objects using one or more body parts, with stability but limited coordination	Through the use of Ignite children must use their hands to manipulate objects on the screen to complete experiences
Fine Motor Manipulative Skills	Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks	Performs with efficiency a variety of tasks that require precise manipulation of small objects.	Uses one finger to make small movements

Health

Safety	Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities	Follows basic safety practices, with close adult supervision Follows basic safety practices on own in familiar environment, with occasional adult reminders Applies basic safety practices on own across different situations Communicates an understanding of some safety practices to others	Demonstrates understanding of personal safety practices and routines Identifies ways to play safely Identifies behaviors that promote health and safety Identifies, avoids, and alerts others to danger

Personal Care Routines	Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them	Carries out most steps of familiar personal care routines with occasional reminders of when or how to do them Initiates and completed on own some familiar personal care routines Initiates and completes on own all personal care routines; and demonstrates to others how to carry out their own personal care routines Communicates detailed explanations about why personal care routines are important for health	Identifies steps of a morning routine Demonstrates understanding of daily routine and self-care processes Identifies the steps for brushing teeth Identifies how self-care routines are used throughout the day Identifies healthy versus unhealthy foods
Active Physical Play	Child engages in physical activities with increasing endurance and intensity		
Nutrition	Child demonstrates increasing knowledge about nutrition and healthful food choices	Communicates basic understanding about the importance of eating a balanced diet; and relates nutrients to healthy development Recognizes or identifies a variety of foods Shows awareness that some foods are more healthful than others	Builds a balanced plate Identifies a variety of nutritious foods
Knowledge of Wellness	Child shows and communicates increasing knowledge of the body and ways to take care of it	Communicates understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health. Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy	Understands vocabulary specific to self-care Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
History-Social Science			
Sense of Time	Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity	Although Ignite digital experiences do not address these skills, the extension activities found on the educator facing platform encourage children to think about a time when they experienced something and share that past even in relation to the present activity	
Sense of Place	Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them	Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them	Identifies similarities and differences in homes, family structures, and roles in the community Identifies similarities and differences in the way's groups, societies, and cultures address similar needs and concerns
Ecology	Child develops an awareness of and concern for the natural world and human influences on it		
Conflict Negotiation	Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations	Uses appropriate words and actions to express desires in response to conflict situations and suggests simple cooperative solutions based mainly on own needs Considers the needs and interests of others when there is a conflict or attempts to negotiate a compromise. Proposes, negotiates, and carries out solutions to conflicts without adult assistance	Identifies appropriate solutions for social problems involving basic emotions Applies strategies for solving social problems in familiar situations Identifies appropriate solutions for social problems involving more complex emotions Applies strategies for solving social problems in new situations
Responsible Conduct as a Group Member	Child develops skills as a responsible group member in an education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations	Although Ignite digital experiences do not address these skills, the extension activities found on the educator facing platform provide opportunities for children to interact as a group member in an educational setting	
Visual and Performing Arts			
Visual Art	Child engages, develops skills, and expresses self with increasing creativity,	Creates two-dimensional and three-dimensional representations of things; and experiments with detail or color	Through the use of Ignite children have the opportunity to draw two-dimensional pictures including a self-portrait, a

	complexity, and depth through two-dimensional and three-dimensional visual art		picture of their home, a picture that resembles their family as well as a picture of their interests/traditions
Music	Child expresses and creates by making musical sounds, with increasing intentionality and complexity	Although Ignite digital experiences do not address these skills, the extension activities found on the educator facing platform provide opportunities for children to sing, dance, make movement, and other forms of creative expression	
Drama	Child increases engagement, skill development, and creative expression in drama		
Dance	Child develops capacity to respond, express, and create through movement in dance		

Language and Literacy Development in Spanish

Language Comprehension in Spanish (Receptive)	Child shows understanding of vocabulary and language structures in Spanish that give coherence and meaning to the child's world	Shows understanding of a variety of single words Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities Shows understanding of a series of complex statements that explain how or why things happen Responds to one-step requests or questions that involve a familiar activity or routine Carries out a one-step request that relates to a new or unfamiliar activity or situation Carries out multi-step requests that involve a familiar activity or situation Carries out multi-step requests that involve a new or unfamiliar activity or situation Carries out multi-step requests that involve a familiar activity or situation Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions. Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game) Demonstrates awareness of the way books are handled Demonstrates understanding that print and symbols carry meaning Demonstrates understanding of how to follow print on a page of text Demonstrates understanding that print is organized into units, such as letters, sounds, and words Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events Demonstrates knowledge and understanding of details in narrative or informational text that	Shows understanding of basic words Responds to "what" "where" and "how" questions Demonstrates understanding of complex and compound sentences Understands color words Sorts words into categories Demonstrates understanding of comparative adjectives, common antonyms, multiple-meaning, and cross-curricular words Makes connections between shades of verbs and adjectives Uses sentence-level context as a clue to the meaning of a word or phrase Responds to one-step requests or questions Carries out one-step requests related to a new or unfamiliar situation Follows two-step oral directions related to a familiar situation Carries out two-step request related to a new or unfamiliar situation Carries out multi-step requests related to familiar situations Attends to multiple details in directions Carries out multi-step directions with multiple details Applies understanding of cross-curricular prekindergarten tier 2 words Applies understanding of some cross-curricular kindergarten tier 2 words Apples understanding of more cross-curricular kindergarten tier 2 words Applies understanding of a range of cross-curricular kindergarten tier 2 words Applies understanding of some cross-curricular 1st grade tier 2 words Demonstrates understanding of regular plural nouns Demonstrates understanding of simple past, progressive present, and simple future verb tenses. Demonstrates understanding of question words (who, what, where, when, why, how) Demonstrates understanding of prepositions within sentences Demonstrates understanding of irregular plural nouns Demonstrates understanding of matching verbs to singular and plural nouns in basic sentences Identifies appropriate book orientation Distinguishes print from pictures Demonstrates understanding of print directionality Identifies book parts and features Distinguishes letters from words

		includes order of events or cause and effect Demonstrates knowledge of all the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels; and identifies frequently used words (e.g. the, of, is, to, you, she, may) Looks at books page by page; or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Distinguishes between uppercase and lowercase letters Tracks written text along with spoken text Identifies features of nonfiction texts Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations Recalls order of events after reading a text Makes simple prediction and inferences about a text Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations Demonstrates understanding of content specific vocabulary used in a text Recalls order of procedures after reading a procedural text Identifies the following sight words: the, can, is, a, I, see, on, he, she, at, to, in, you, it, was, that, his, and, for, are, of, with, they, be, this, have, from, we, look, my Listens to fictional texts with simple details and story elements Listens to nonfiction texts with simple structures and elements Identifies the main character(s) in a story Recalls key details from a story Recalls the order of events in a story Recalls several facts from expository text Makes text to text connections Draws pictures to summarize text and labels key details
Language Production in Spanish (Expressive)	Child uses increasingly complex oral language in Spanish to communicate		
Phonological Awareness in Spanish	Child increasingly develops knowledge of sounds in Spanish	Engages actively in play with sounds in words or rhymes, or sings simple songs, or repeats simple nursery rhymes Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects Matches initial and final sounds of words and segments and blends initial and final phonemes of words Demonstrates awareness of larger units of language (e.g. words, syllables) Isolates the initial sound, middle, sound, and final sound in the three-phoneme (consonant-vowel-consonant) words	Listens to songs and chants that have repeating initial sounds Recognize when groups of words begin with the same onset Distinguishes if two words start with the same onset Isolates the onset in words Sorts words by onset Sorts words with initial diagraphs by onset Combines two words to make a compound word. Adds missing word to form compound word. Combines syllables to form words Blends onsets and rimes to make one-syllable words Blends phonemes to form simple words Blend phonemes to form simple words quickly Listens to a variety of rhymes (songs, chants, etc.) Determines if two words rhyme Matches rhyming words Determines which word does not rhyme Sorts words by rhyme Fills in rhyming words Identifies separate words within a sentence Segments compound words into two words Deletes word from a compound word Segments words into syllables Explores segmenting simple words into individual phonemes Isolates final sounds in CVC words Isolates medial vowel sounds in CVC words (short vowels only) Identifies consonants that are combined to form a consonant blend
Emergent Writing In Spanish	Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Through the use of Ignite children have the opportunity to draw pictures to summarize texts and label key details of a text.