



ALIGNMENT TO DRDP PRESCHOOL

DRDP Preschool	DRDP Developmental Level	Ignite Alignment
Approaches to Learning–Self-Regulation		
Attention Maintenance	Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials	Maintains attention, on own or with adult support, during brief activities
Self-Comforting	Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation	Through the use of Ignite children are required to maintain attention during an activity
Imitation	Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways	Through the use of Ignite children are required to respond to external stimulation in basic ways to complete experiences
Curiosity and Initiative in Learning	Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	Although Ignite digital experiences do not address these skills, the extension activities found on the educator facing platform encourage children to practice and mirror their educator
Self-Control of Feelings and Behavior	Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	<ul style="list-style-type: none"> • 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	Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time
Engagement and Persistence	Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	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	Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult
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
Engagement and Persistence	Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult	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

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Approaches to Learning–Self-Regulation		
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

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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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 cooperative manner with familiar adults	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	
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	

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Language and Literacy Development			
Understanding of Language (Receptive)	Child understands increasingly complex communication and language	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Responds to one-step requests or questions • Carries out a one-step request that relates to a new or an unfamiliar activity or situatio • 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 on 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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Language and Literacy Development		
<p>Comprehension of Age-Appropriate Text</p>	<p>Child develops capacity to understand details and ideas from age-appropriate text presented by adults</p>	<ul style="list-style-type: none"> • 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
<p>Concepts About Print</p>	<p>Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning</p>	<ul style="list-style-type: none"> • Answers simple recall questions about texts with short, predictable sentences that 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
<p>Phonological Awareness</p>	<p>Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language</p>	<ul style="list-style-type: none"> • 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
<p>Letter and Word Knowledge</p>	<p>Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words</p>	<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • 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

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Language and Literacy Development			
<p>Emergent Writing</p>	<p>Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning</p>	<ul style="list-style-type: none"> • Makes scribble marks or simple drawings that represent people, things, or events. • Makes scribble marks • 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 	<ul style="list-style-type: none"> • Draws pictures to convey meaning • Makes scribble marks • Writes letter strings • Writes letter strings with spaces • Writes shape like symbols

DRDP Kindergarten	DRDP Developmental Level		Ignite Alignment
<p>English Language Development*</p> <p>While Ignite does not feature games specifically designed for English language development, many games can support the growth and development of English language learners</p>			
<p>Comprehension of English (Receptive English)</p>	<p>Child shows increasing progress toward fluency in understanding English</p>		
<p>Self-Expression in English (Expressive English)</p>	<p>Child shows increasing progress toward fluency in speaking English</p>		
<p>Understanding and Response to English Literacy Activities</p>	<p>Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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English Language Development

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

Symbol, Letter, and Print Knowledge in English	Child shows an increasing understanding that print in English carries meaning	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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Cognition, Including Math, and Science			
Spatial Relationships	Child increasingly shows understanding of how objects move in space or fit in different spaces	<ul style="list-style-type: none"> • Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities • Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space 	<ul style="list-style-type: none"> • Follows simple directions related to direction (up and down) • Follows simple directions related to proximity (besides, between, next to) • Appropriately responds to positional words indicating position, direction, and distance
Classification	Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes	<ul style="list-style-type: none"> • Selects some objects that are similar from a collection of objects • 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, then puts all the objects together and re-sorts the entire collection into new groups <p>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</p>	<ul style="list-style-type: none"> • Identifies objects given a single 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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Cognition, Including Math, and Science		
<p>Number Sense of Math Operations</p>	<p>Child shows increasing ability to add and subtract small quantities of objects</p>	<ul style="list-style-type: none"> • Demonstrates understanding that adding objects to a group makes more or that taking objects away makes fewer or less • Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation • Identifies small quantities without counting, up to three
<p>Measurement</p>	<p>Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties</p>	<ul style="list-style-type: none"> • 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) • 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) • 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) • 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 • Matches small sets of 1-3 objects
<p>Patterning</p>	<p>Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity</p>	<ul style="list-style-type: none"> • 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)
		<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • Copies ABAB patterns • Fills in and extends ABAB patterns • Creates simple repeating patterns • Copies AABBA, ABCABC, and ABBABB patterns • Extends and fills in missing parts of AABBA, ABCABC, and ABBABB patterns

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Cognition, Including Math, and Science			
Shapes	Child shows an increasing knowledge of shapes and their characteristics	<ul style="list-style-type: none"> • 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) • Manipulates objects based on shape • Describes several shapes and the differences between them 	<ul style="list-style-type: none"> • 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) • Completes a pattern block puzzle by choosing the correct shapes to fit in each piece. • Describes attributes of basic 2-dimensional shapes • Compares 2-dimensional shapes
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	<ul style="list-style-type: none"> • Communicates similarities or differences in the characteristics of objects. • Identifies objects or events in the environment 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Identifies living things • Identifies the basic needs of living things

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Physical Development–Health			
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	Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	Through the use of Ignite children must respond to auditory cues and respond
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)	<ul style="list-style-type: none"> • Uses arms, legs, or body to engage in simple, repeated actions on objects • Manipulates objects, using one or more body parts, with limited stability • 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	<ul style="list-style-type: none"> • Moves arms or hands in basic ways Uses arms or hands to make contact with objects in the environment • Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects 	Uses one finger to make small movements
Safety	Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities	Follows basic safety practices on own in familiar environment, with occasional adult reminders	Identifies ways to play safely

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Physical Development–Health			
Personal Care Routines: Hygiene	Child increasingly responds to and initiates personal care routines that support hygiene	Responds in ways that demonstrate awareness of a hygiene routine	<ul style="list-style-type: none"> • Identifies basic process for hand washing • Identifies self-care routines and scenarios
Personal Care Routines: Feeding	Child responds to feeding and feeds self with increasing proficiency		
Personal Care Routines: Dressing	Child develops and refines ability to participate in and take responsibility for dressing self		
Active Physical Play	Child engages in physical activities with increasing endurance and intensity		
Nutrition	Child demonstrates increasing knowledge about nutrition and healthful food choices	Shows awareness that some foods are more healthful than others	<ul style="list-style-type: none"> • Identifies healthy versus unhealthy foods • Creates a healthy breakfast menu • Creates healthy lunch and dinner menu • Creates a shopping list with healthy foods • Distinguishes between fruits and vegetables • Distinguishes between dairy, protein, and grains

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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
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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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	

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Visual and Performing Arts			
Visual Art	Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art	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 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		