



FLORIDA EARLY LEARNING DEVELOPMENTAL STANDARDS AND IGNITE BY HATCH™



Florida Early Learning Developmental Standards	Ignite Domains	Ignite Subdomains	Ignite Skill Levels	Ignite Skill Descriptors
<p>36-48.IV.C.2.b. - Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)</p> <p>36-48.V.D.1. - Recognizes and names typical shapes (circle, square, triangle)</p> <p>36-48.V.D.2. - Matches a wider variety of shapes and orientations</p> <p>48-K.V.D.1. - Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation</p> <p>48-K.V.D.2. - Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)</p> <p>48-K.V.D.3. - Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)</p>	Mathematics	2-D Shapes	1	Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
<p>36-48.IV.C.1.a. - Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p> <p>48-K.IV.C.1.a. - Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p> <p>48-K.IV.C.1.c. - Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</p>	Language & Communications	Academic Vocabulary	4	Applies understanding of cross-curricular prekindergarten level tier 2 words

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<p>36-48.V.B.1. - Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems</p> <p>36-48.V.B.2. - Changes size of a set of up to five objects by combining and taking away</p> <p>48-K.V.B.1. - Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems</p> <p>48-K.V.B.2. - Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out</p>	Mathematics	Addition	1	Finds the total by joining groups and counting all the objects in situations where the sum is 4 or less
<p>48-K.IV.F.2.f. - Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says "/c/" + "at," child can select the picture of the cat)</p>	Literacy	Alliteration	1	Listens to songs and chants that have repeating initial sounds
<p>36-48.IV.F.2.a. - Listens and matches rhythm, volume and pitch of rhymes, songs and chants</p> <p>36-48.VIII.B.2. - Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)</p> <p>48-K.VIII.B.1. - Actively participates in a variety of individual and group musical activities</p>	Literacy	Alphabet Knowledge	2	Listens to alphabet chants and songs
<p>48-K.IV.F.2.b. - Combines words to make a compound word (e.g., "foot" + "ball" = "football")</p> <p>48-K.IV.F.2.c. - Deletes a word from a compound word (e.g., "starfish" – "star" = "fish")</p>	Literacy	Blending	1	Combines two words to make a compound word
<p>36-48.V.D.2. - Matches a wider variety of shapes and orientations</p> <p>36-48.V.F.2. - Explores two objects by making direct comparisons in length, weight and size using a single attribute</p> <p>36-48.V.F.4. - Participates in group sorting and data collection</p> <p>48-K.V.D.2. - Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)</p>	Mathematics	Classification and Data	1	Identifies objects given a single attribute

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<p>36-48.III.D.4.d. - Begins to identify self as part of a group (e.g., class or family)</p> <p>36-48.VII.C.4. - Exhibits emerging leadership skills and roles (e.g., line leader and door holder)</p> <p>36-48.VII.D.2. - Identifies own environment and other locations</p> <p>48-K.VII.B.3. - Recognizes individual responsibility as a member of a group (e.g., classroom or family)</p> <p>48-K.VII.C.1. - Identifies differences and similarities of self and others as part of a group</p> <p>48-K.VII.C.2. - Explains the role of groups within a community</p> <p>48-K.VII.C.4. - Exhibits leadership skills and roles (e.g., line leader and door holder)</p> <p>48-K.VII.D.2. - Identifies differences and similarities between own environment and other locations</p>	Social Studies	Community Awareness	1	Draws a picture of a neighborhood
<p>36-48.V.A.3. - Begins to demonstrate one-to-one correspondence up to 10 during daily routines</p> <p>36-48.V.A.5. - Counts sets constructed by the teacher to five and beyond</p> <p>36-48.V.A.6. - Constructs and counts sets of one to five and beyond</p> <p>36-48.V.B.2. - Changes size of a set of up to five objects by combining and taking away</p> <p>48-K.V.A.3. - Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</p> <p>48-K.V.A.5. - Constructs and counts sets of objects (one to 10 and beyond)</p>	Mathematics	Comparing Quantities	1	Places objects into a set structure that forces one-to-one correspondence
<p>36-48.I.B.c.2.b. - Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)</p> <p>36-48.IV.F.1.c. - Interacts appropriately with books; pretends to read, holds book appropriately or picture reads</p> <p>36-48.IV.F.1.d. - Asks to be read to or asks the meaning of written text</p> <p>36-48.IV.F.3.a. - Recognizes that print conveys meaning</p> <p>48-K.IV.F.1.c. - Interacts appropriately with books and other materials in a print-rich environment</p> <p>48-K.IV.F.1.d. - Asks to be read to, asks the meaning of written text or compares books/stories</p> <p>48-K.IV.F.3.a. - Recognizes that print conveys meaning</p>	Literacy	Concepts of Print	1	Identifies appropriate book orientation

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<p>36-48.IV.C.1.b. - Begins to understand the use of words in different context (including plurals and past tense in speech)</p>	Language & Communications	Conventions of Language	3	Demonstrates understanding of regular plural nouns
<p>36-48.VI.D.1.a. - Investigates and asks questions about the properties of water using adult- and child-directed activities 36-48.VI.D.1.b. - Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities 48-K.VI.D.1.a. - Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow) 48-K.VI.D.1.b. - Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)</p>	Science & Technology	Earth Science	1	Identifies materials in the environment
<p>36-48.I.A.b.1.a. - Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)</p>	Physical Development	Health and Safety	1	Demonstrates understanding of personal safety practices and routines
<p>48-K.III.B.1.a. - Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support 48-K.III.D.4.a. - Uses words to communicate personal characteristics, preferences, thoughts and feelings</p>	Social-Emotional Development	Identifying Emotions	1	Identifies basic emotions (happy, sad, angry/mad, and scared)
<p>36-48.IV.G.1.a. - Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas 48-K.IV.G.1.b. - Uses letter-like shapes or letters to write words or parts of words</p>	Literacy	Letter Formation	3	Writes 5 uppercase letters
<p>36-48.IV.F.3.c. - Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name) 48-K.IV.F.3.c. - Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name) 48-K.IV.F.3.d. - Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)</p>	Literacy	Letter-Sound Correspondence	4	Identifies 10 uppercase letters based on their sounds

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<p>36-48.VI.B.1.a. - Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)</p> <p>36-48.VI.B.1.d. - Explores the differences between living and non-living things</p> <p>36-48.VI.B.1.e. - Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)</p> <p>48-K.VI.B.1.b. - Notices the similarities and differences among various living things</p> <p>48-K.VI.B.1.d. - Begins to distinguish between living and non-living things</p>	Science & Technology	Life Science	5	Identifies living things and their basic needs, and how they grow and change over time
<p>36-48.IV.F.1.a. - Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others</p> <p>36-48.IV.F.1.c. - Interacts appropriately with books; pretends to read, holds book appropriately or picture reads</p> <p>48-K.IV.F.1.a. - Selects books for reading enjoyment and reading related activities including pretending to read to self or others</p>	Literacy	Listening Comprehension/Key Ideas and Details	5	Recalls the order of events in a story
<p>36-48.IV.A.3.a. - Achieves mastery of one-step directions and usually follows two-step directions</p> <p>48-K.IV.A.3.a. - Achieves mastery of two-step directions and usually follows three-step directions</p>	Language & Communications	Listening and Understanding	5	Carries out multi-step requests that relate to familiar activities or situations
<p>48-K.V.F.2. - Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects</p>	Mathematics	Measurement	5	Orders up to 10 objects by length and height
<p>36-48.V.A.2. - Counts and identifies the number sequence "1 to 10"</p> <p>36-48.V.A.3. - Begins to demonstrate one-to-one correspondence up to 10 during daily routines</p> <p>36-48.V.A.4. - Identifies the last number spoken tells "how many" up to five (cardinality)</p> <p>48-K.V.A.3. - Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</p> <p>48-K.V.A.4. - Identifies the last number spoken tells "how many" up to 10 (cardinality)</p>	Mathematics	Number Sequencing	5	Identifies the number that comes before or after a number between 0 and 10
<p>48-K.V.A.7. - Reads and writes some numerals one to 10 using appropriate activities</p>	Mathematics	Numeral Writing	5	Writes numerals 0 - 10

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<p>36-48.I.A.d.1.a. - Serves self or others by scooping or pouring from containers</p> <p>36-48.I.A.d.1.b. - Begins to recognize nutritious food choices and healthy eating habits</p> <p>48-K.I.A.d.1.a. - Assists adults in preparing simple foods to serve to self or others</p> <p>48-K.I.A.d.1.b. - Recognizes nutritious food choices and healthy eating habits</p>	Physical Development	Nutrition	5	Creates a shopping list with healthy foods
<p>36-48.V.A.2. - Counts and identifies the number sequence "1 to 10"</p> <p>36-48.V.A.3. - Begins to demonstrate one-to-one correspondence up to 10 during daily routines</p> <p>36-48.V.A.4. - Identifies the last number spoken tells "how many" up to five (cardinality)</p> <p>36-48.V.A.5. - Counts sets constructed by the teacher to five and beyond</p> <p>36-48.V.A.6. - Constructs and counts sets of one to five and beyond</p> <p>48-K.V.A.3. - Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</p> <p>48-K.V.A.4. - Identifies the last number spoken tells "how many" up to 10 (cardinality)</p> <p>48-K.V.A.5. - Constructs and counts sets of objects (one to 10 and beyond)</p>	Mathematics	Ordinal Numbers	5	Arranges up to four objects using knowledge of ordinal positions
<p>48-V.C.1. - Identifies and extends a simple AB repeating pattern</p>	Mathematics	Patterns	5	Extends and fills in missing parts of AABBA, ABCABC, and ABBABB patterns
<p>48-K.VI.C.1.c. - Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)</p>	Science & Technology	Physical Science	5	Identifies the effects magnets have on some items (i.e. magnets attract some things, but not others)
<p>36-48.IV.C.1.a. - Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p> <p>36-48.IV.C.2.a. - Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)</p>	Language & Communications	Receptive Language	1	Shows understanding of basic words

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<p>48-K.IV.C.1.a. - Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p> <p>48-K.IV.C.1.c. - Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</p>				
<p>48-K.III.B.1.a. - Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support</p> <p>48-K.III.D.4.a. - Uses words to communicate personal characteristics, preferences, thoughts and feelings</p>	Social-Emotional Development	Responding to Emotions	1	Engages in breathing exercises to learn to calm self
<p>36-48.IV.F.2.a. - Listens and matches rhythm, volume and pitch of rhymes, songs and chants</p> <p>36-48.VIII.B.2. - Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)</p> <p>48-K.VIII.B.1. - Actively participates in a variety of individual and group musical activities</p>	Literacy	Rhyming	1	Listens to a variety of rhymes (songs, chants, etc.)
<p>36-48.IV.F.1.d. - Asks to be read to or asks the meaning of written text</p> <p>36-48.IV.F.3.a. - Recognizes that print conveys meaning</p> <p>48-K.IV.F.1.d. - Asks to be read to, asks the meaning of written text or compares books/stories</p> <p>48-K.IV.F.2.a. - Distinguishes individual words within spoken phrases or sentences</p> <p>48-K.IV.F.3.a. - Recognizes that print conveys meaning</p>	Literacy	Segmenting	1	Identifies separate words within a sentence
<p>36-48.I.A.c.1.a. - Carries out familiar hygiene routines with occasional reminders of how to do them</p> <p>36-48.VII.F.1. - Begins to recognize and follow rules and expectations in varying settings</p> <p>48-K.I.A.c.1.a. - Initiates and completes familiar hygiene routines independently</p> <p>48-K.I.B.c.2.c. - Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)</p> <p>48-K.VI.E.1.b. - Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)</p> <p>48-K.VII.F.1. - Recognizes and follows rules and expectations in varying settings</p>	Physical Development	Self-Care	1	Identifies self-care routines and scenarios

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<p>48-K.III.D.4.a. - Uses words to communicate personal characteristics, preferences, thoughts and feelings</p>	Social Studies	Self-Identity	1	Draws a self-portrait
<p>36-48.V.A.1. - Subitizes (immediately recognizes without counting) the number of objects in a set of four objects 36-48.V.A.2. - Counts and identifies the number sequence “1 to 10” 36-48.V.A.3. - Begins to demonstrate one-to-one correspondence up to 10 during daily routines 36-48.V.A.4. - Identifies the last number spoken tells “how many” up to five (cardinality) 36-48.V.A.5. - Counts sets constructed by the teacher to five and beyond 36-48.V.A.6. - Constructs and counts sets of one to five and beyond 36-48.V.B.1. - Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems 48-K.V.A.1. - Subitizes (immediately recognizes without counting) up to five objects 48-K.V.A.3. - Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond) 48-K.V.A.4. - Identifies the last number spoken tells “how many” up to 10 (cardinality) 48-K.V.A.5. - Constructs and counts sets of objects (one to 10 and beyond) 48-K.V.B.1. - Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems 48-K.V.B.2. - Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out</p>	Mathematics	Set Counting	1	Touches one object for each number said for sets up to 5
<p>36-48.VI.A.2.a. - Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers) 48-K.VI.A.2.a. - Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales) 48-K.VI.F.1.c. - Uses appropriate tools and materials with greater flexibility to create or solve problems</p>	Science & Technology	Simple Tools and Technology	1	Identifies simple tools in everyday life

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<p>36-48.VII.F.2. - Begins to participate in problem solving and decision making</p> <p>48-K.III.C.3.a. - Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution</p> <p>48-K.VII.F.2. - Participates in problem solving and decision making</p>	Social-Emotional Development	Social Problem Solving	1	Recognizes social problems
<p>36-48.V.E.2. - Demonstrates directionality, order and position of objects by following simple directions</p> <p>48-K.IV.C.1.b. - Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments</p> <p>48-K.IV.C.2.b. - Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)</p> <p>48-K.V.E.1. - Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)</p>	Mathematics	Spatial Relationships	1	Follows simple directions related to position (in, on, off, over, and under)
<p>36-48.V.A.1. - Subitizes (immediately recognizes without counting) the number of objects in a set of four objects</p> <p>36-48.V.A.2. - Counts and identifies the number sequence "1 to 10"</p> <p>36-48.V.A.3. - Begins to demonstrate one-to-one correspondence up to 10 during daily routines</p> <p>36-48.V.A.4. - Identifies the last number spoken tells "how many" up to five (cardinality)</p> <p>36-48.V.A.5. - Counts sets constructed by the teacher to five and beyond</p> <p>36-48.V.A.6. - Constructs and counts sets of one to five and beyond</p> <p>36-48.V.B.1. - Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems</p> <p>48-K.V.A.1. - Subitizes (immediately recognizes without counting) up to five objects</p> <p>48-K.V.A.3. - Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</p> <p>48-K.V.A.4. - Identifies the last number spoken tells "how many" up to 10 (cardinality)</p> <p>48-K.V.A.5. - Constructs and counts sets of objects (one to 10 and beyond)</p> <p>48-K.V.B.1. - Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems</p> <p>48-K.V.B.2. - Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out</p>	Mathematics	Subitizing	1	Matches small sets of 1-3 objects

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<p>36-48.V.B.1. - Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems</p> <p>36-48.V.B.2. - Changes size of a set of up to five objects by combining and taking away</p> <p>48-K.V.B.1. - Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems</p> <p>48-K.V.B.2. - Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out</p>	Mathematics	Subtraction	1	Finds the difference by separating objects when the whole is 4 or less
<p>36-48.IV.C.1.a. - Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p> <p>36-48.IV.C.2.b. - Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)</p> <p>48-K.IV.C.1.a. - Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p> <p>48-K.IV.C.1.c. - Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</p>	Language & Communications	Vocabulary	1	Understands color words
<p>36-48.I.B.c.1.a. - Uses various drawing and art tools with developing coordination</p> <p>36-48.VIII.A.1. - Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials</p> <p>36-48.VIII.E.1. - Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others</p> <p>48-K.I.B.c.1.a. - Shows hand control using various drawing and art tools with increasing coordination</p> <p>48-K.I.B.c.2.b. - Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting</p> <p>48-K.VIII.A.1. - Combines with intention a variety of open-ended, process-oriented and diverse art materials</p> <p>48-K.VIII.E.1. - Uses appropriate art vocabulary to describe own art creations and those of others</p> <p>48-K.VIII.E.2. - Compares own art to similar art forms</p>	Literacy	Writing Development	1	Makes scribble marks