



FLORIDA KINDERGARTEN SCHOOL STANDARDS AND IGNITE BY HATCH™



Florida School Standards- Kindergarten	Ignite Domains	Ignite Subdomains	Ignite Skill Levels	Ignite Skill Descriptors
HE.K.C.1.4. - Recognize ways to prevent childhood injuries in the home, school, and community settings.	Physical Development	Health and Safety	1	Demonstrates understanding of personal safety practices and routines
	Physical Development	Nutrition	5	Creates a shopping list with healthy foods
HE.K.C.1.2. - Recognize the physical dimensions of health. HE.K.P.7.1. - Identify healthy practices and behaviors to maintain or improve personal health. HE.K.CE.1.1. - Define and give examples of kindness and caring. HE.K.CE.5.2. - Describe ways to be respectful to others.	Physical Development	Self-Care	1	Identifies self-care routines and scenarios
	Language & Communications	Academic Vocabulary	4	Applies understanding of cross-curricular prekindergarten level tier 2 words
ELA.K.12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. ELA.K.F.1.2.b. - Identify and produce alliterative and rhyming words.	Literacy	Alliteration	1	Listens to songs and chants that have repeating initial sounds
ELA.K.12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Literacy	Alphabet Knowledge	2	Listens to alphabet chants and songs
ELA.K.F.1.2.e. - Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.	Literacy	Blending	1	Combines two words to make a compound word
ELA.K.F.1.1.d. - Identify parts of a book (front cover, back cover, title page). ELA.K.F.1.1.g. - Recognize that print conveys specific meaning and pictures may support meaning.	Literacy	Concepts of Print	1	Identifies appropriate book orientation

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ELA.K.C.3.1: - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Language & Communications	Conventions of Language	3	Demonstrates understanding of regular plural nouns
ELA.K.F.1.3.b. - Demonstrate knowledge of the short and long sounds for the five major vowels. ELA.K.F.1.3.c. - Decode consonant-vowel-consonant (CVC) words. ELA.K.F.1.3.d. - Encode consonant-vowel-consonant (CVC) words.	Literacy	Decoding	6	Decode CVC words with short vowel sounds
	Literacy	High-Frequency Words	6	Identifies the following sight words: the, can, is, a, I, see, on, he, she, at
ELA.K.C.1.1: - Print many upper- and lowercase letters.	Literacy	Letter Formation	3	Writes 5 uppercase letters
ELA.K.F.1.1.f. - Identify all upper- and lowercase letters of the alphabet.	Literacy	Letter-Sound Correspondence	4	Identifies 10 uppercase letters based on their sounds
ELA.K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently. ELA.K.R.1.1: - Describe the main character(s), setting, and important events in a story. ELA.K.R.3.2.a. - Use main character(s), setting, and important events for a story.	Literacy	Listening Comprehension/Key Ideas and Details	5	Recalls the order of events in a story
ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Language & Communications	Listening and Understanding	5	Carries out multi-step requests that relate to familiar activities or situations
ELA.K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently. ELA.K.F.1.1.g. - Recognize that print conveys specific meaning and pictures may support meaning.	Literacy	Reading Comprehension - Fiction	6	Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
ELA.K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently. ELA.K.F.1.1.g. - Recognize that print conveys specific meaning and pictures may support meaning. ELA.K.R.2.1: - Use titles, headings, and illustrations to predict and confirm the topic of texts.	Literacy	Reading Comprehension - Non-Fiction	6	Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations

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ELA.K.12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Language & Communications	Receptive Language	1	Shows understanding of basic words
ELA.K.12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. ELA.K.F.1.2.b. - Identify and produce alliterative and rhyming words.	Literacy	Rhyming	1	Listens to a variety of rhymes (songs, chants, etc.)
ELA.K.F.1.1.b. - Distinguish letters from words within sentences. ELA.K.F.1.1.g. - Recognize that print conveys specific meaning and pictures may support meaning.	Literacy	Segmenting	1	Identifies separate words within a sentence
ELA.K.V.1.3: - Identify and sort common words into basic categories, relating vocabulary to background knowledge.	Language & Communications	Vocabulary	1	Understands color words
ELA.K.C.1.4: - Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. ELA.K.C.1.5: - With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.	Literacy	Writing Development	1	Makes scribble marks
MAFS.K.G.1.2. - Correctly name shapes regardless of their orientations or overall size. MAFS.K.G.1.3. - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). MAFS.K.G.2.4. - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Mathematics	2-D Shapes	1	Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
MAFS.K.OA.1.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. MAFS.K.OA.1.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (Students are not required to independently read the word problems.)	Mathematics	Addition	1	Finds the total by joining groups and counting all the objects in situations where the sum is 4 or less

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<p>MAFS.K.OA.1.4. - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>MAFS.K.OA.1.5. - Fluently add and subtract within 5.</p> <p>MAFS.K.NBT.1.1. - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>				
<p>MAFS.K.MD.2.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	Mathematics	Classification and Data	1	Identifies objects given a single attribute
<p>MAFS.K.CC.2.4.a. - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>MAFS.K.CC.2.4.b. - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>MAFS.K.CC.2.5. - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	Mathematics	Comparing Quantities	1	Places objects into a set structure that forces one-to-one correspondence
<p>MAFS.K.OA.1.4. - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>MAFS.K.OA.1.5. - Fluently add and subtract within 5.</p> <p>MAFS.K.OA.1.a - Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)</p> <p>MAFS.K.NBT.1.1. - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	Mathematics	Composing	6	Identifies the missing part to complete wholes up to 5

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<p>MAFS.K.G.1.2. - Correctly name shapes regardless of their orientations or overall size.</p> <p>MAFS.K.G.1.3. - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>MAFS.K.G.2.4. - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>MAFS.K.G.2.5. - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	Mathematics	Composing Shapes	6	Draws basic 2-dimensional shapes
<p>MAFS.K.OA.1.4. - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>MAFS.K.OA.1.5. - Fluently add and subtract within 5.</p> <p>MAFS.K.OA.1.a - Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)</p> <p>MAFS.K.NBT.1.1. - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	Mathematics	Decomposing	6	Given the whole (up to 5), identifies two parts that can be used to create the whole
<p>MAFS.K.MD.1.1. - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>MAFS.K.MD.1.2. - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>	Mathematics	Measurement	5	Orders up to 10 objects by length and height
<p>MAFS.K.CC.1.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>MAFS.K.CC.2.4.c. - Understand that each successive number name refers to a quantity that is one larger.</p> <p>MAFS.K.CC.3.7. - Compare two numbers between 1 and 10 presented as written numerals.</p>	Mathematics	Number Sequencing	5	Identifies the number that comes before or after a number between 0 and 10

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MAFS.K.CC.1.3. - Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Mathematics	Numeral Writing	5	Writes numerals 0 - 10
MAFS.K.CC.1.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1). MAFS.K.CC.2.4.a. - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. MAFS.K.CC.2.4.b. - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. MAFS.K.CC.2.4.c. - Understand that each successive number name refers to a quantity that is one larger. MAFS.K.CC.2.5. - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Mathematics	Ordinal Numbers	5	Arranges up to four objects using knowledge of ordinal positions
	Mathematics	Patterns	5	Extends and fills in missing parts of AABBA, ABCABC, and ABBABB patterns
MAFS.K.CC.1.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1). MAFS.K.CC.2.4.a. - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. MAFS.K.CC.2.4.b. - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. MAFS.K.CC.2.4.c. - Understand that each successive number name refers to a quantity that is one larger. MAFS.K.CC.2.5. - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Mathematics	Set Counting	1	Touches one object for each number said for sets up to 5

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MAFS.K.G.1.1. - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Mathematics	Spatial Relationships	1	Follows simple directions related to position (in, on, off, over, and under)
MAFS.K.CC.1.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1). MAFS.K.CC.2.4.a. - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. MAFS.K.CC.2.4.b. - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. MAFS.K.CC.2.4.c. - Understand that each successive number name refers to a quantity that is one larger. MAFS.K.CC.2.5. - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Mathematics	Subitizing	1	Matches small sets of 1-3 objects
MAFS.K.OA.1.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. MAFS.K.OA.1.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (Students are not required to independently read the word problems.) MAFS.K.OA.1.4. - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. MAFS.K.OA.1.5. - Fluently add and subtract within 5. MAFS.K.NBT.1.1. - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Mathematics	Subtraction	1	Finds the difference by separating objects when the whole is 4 or less

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SC.K.E.5.2. - Recognize the repeating pattern of day and night. SC.K.E.5.3. - Recognize that the Sun can only be seen in the daytime. SC.K.E.5.5. - Observe that things can be big and things can be small as seen from Earth. SC.K.E.5.6. - Observe that some objects are far away and some are nearby as seen from Earth.	Science & Technology	Earth Science	1	Identifies materials in the environment
	Science & Technology	Life Science	5	Identifies living things and their basic needs, and how they grow and change over time
SC.K.P.8.1. - Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.	Science & Technology	Physical Science	5	Identifies the effects magnets have on some items (i.e. magnets attract some things, but not others)
SC.K2.CS-PC.2.1 - Identify and describe how people use many types of technologies in their daily work and personal lives.	Science & Technology	Simple Tools and Technology	1	Identifies simple tools in everyday life
SS.K.G.2.1. - Locate and describe places in the school and community.	Social Studies	Community Awareness	1	Draws a picture of a neighborhood
SS.K.G.2.2. - Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.	Social Studies	Self-Identity	1	Draws a self-portrait
	Social-Emotional Development	Identifying Emotions	1	Identifies basic emotions (happy, sad, angry/mad, and scared)
	Social-Emotional Development	Responding to Emotions	1	Engages in breathing exercises to learn to calm self
	Social-Emotional Development	Social Problem Solving	1	Recognizes social problems