



IGNITE BY HATCH™ AND DRDP-K ALIGNMENT



Approaches to Learning: Self-Regulation

DRDP Measure and Level	Ignite Skill
ATL-REG 1: Curiosity and Initiative in Learning Building-Earlier: Explores through simple observations or manipulations or by asking simple questions	Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
ATL-REG 1: Curiosity and Initiative in Learning Building-Middle: Explores by engaging in specific observations or manipulations or by asking specific questions	Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
ATL-REG 1: Curiosity and Initiative in Learning Building-Later: Carries out simple investigations using familiar strategies, tools, or sources of information	Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
ATL-REG 2: Self-Control of Feelings and Behavior Building-Earlier: Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	Social-Emotional Development/Responds to Emotions/Level 1: Engages in breathing exercises to learn to calm self
ATL-REG 2: Self-Control of Feelings and Behavior Building-Middle: Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Social-Emotional Development/Responds to Emotions/ Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
ATL-REG 2: Self-Control of Feelings and Behavior Building-Middle: Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Social-Emotional Development/Responds to Emotions/ Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
ATL-REG 2: Self-Control of Feelings and Behavior Building-Later: Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate their own feelings or behaviors	Social-Emotional Development/Responds to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
ATL-REG 2: Self-Control of Feelings and Behavior Building-Later: Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate their own feelings or behaviors	Social-Emotional Development/Responds to Emotions/ Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
ATL-REG 2: Self-Control of Feelings and Behavior Integrating-Earlier: Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors	Social-Emotional Development/Responds to Emotions/Level 6: Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised)

ATL-REG 2: Self-Control of Feelings and Behavior Integrating-Middle: Uses self-control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively	Social-Emotional Development/Responds to Emotions/ Level 7: Identifies appropriate ways to respond to more complex positive emotions (calm, surprised)
ATL-REG 3: Engagement and Persistence Building-Middle: Continues self-selected activities on their own, seeking adult support to work through challenges	Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
ATL-REG 3: Engagement and Persistence Building-Later: Works through challenges on their own while engaged in self-selected activities	Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social and Emotional Development

DRDP Measure and Level	Ignite Skill
SED 1: Identity of Self in Relation to Others Integrating-Earlier: Compares their own preferences or feelings to those of others	Social-Emotional Development/Responds to Emotions/Level 8: Recognizes that others may have a different emotional response than their own
SED 2: Social and Emotional Understanding Building-Earlier: Identifies their own or others' feelings	Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
SED 2: Social and Emotional Understanding Building-Earlier: Identifies their own or others' feelings	Social-Emotional Development/Identifying Emotions/ Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
SED 2: Social and Emotional Understanding Building-Later: Communicates ideas about why someone has a feeling or what will happen as result of a feeling	Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
SED 2: Social and Emotional Understanding Building-Later: Communicates ideas about why someone has a feeling or what will happen as result of a feeling	Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
SED 2: Social and Emotional Understanding Integrating-Later: Uses understanding of another person's personality traits to explain and predict their behavior	Social-Emotional Development/Responsible Decision-Making/ Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
SED 3: Relationships and Social Interactions with Familiar Adults Integrating-Earlier: Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems	Social-Emotional Development/Social Skills/Social Skills/ Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
SED 3: Relationships and Social Interactions with Familiar Adults Integrating-Later: Shows interest in how familiar adults' experiences, feelings, and thoughts affect their behavior	Social-Emotional Development/Responsible Decision-Making/ Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions
SED 4: Relationships and Social Interactions with Peers Integrating-Middle: Demonstrates an understanding of feelings and thoughts of other children (e.g., shows concern for another person's feelings or negotiates conflicts in a fair and balanced way)	Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Language and Literacy Development

DRDP Measure and Level	Ignite Skill
LLD 1: Understanding of Language (Receptive) Building-Middle: Shows an understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Language & Communication/Receptive Language/Receptive Language/Level 4: Demonstrates an understanding of complex and compound sentences
LLD 1: Understanding of Language (Receptive) Building-Later: Shows an understand	Language & Communication/Receptive Language/Receptive Language/Level 5: Responds to "how" questions
LLD 1: Understanding of Language (Receptive) Integrating-Earlier: Shows an understanding of a series of complex statements that explain how or why things happen	Language & Communication/Receptive Language/Receptive Language/Level 5: Responds to "how" questions
LLD 2: Responsiveness to Language Building-Earlier: Responds to one-step requests or questions that involve a familiar activity or routine	Language & Communication/Listening and Understanding/Listening and Understanding/Level 1: Responds to one-step requests or questions
LLD 2: Responsiveness to Language Building-Middle: Carries out a one-step request that relates to a new or an unfamiliar activity or situation	Language & Communication/Listening and Understanding/Listening and Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
LLD 2: Responsiveness to Language Building-Later: Carries out multistep requests that involve a familiar activity or situation	Language & Communication/Listening and Understanding/Listening and Understanding/Level 3: Follows two-step, oral directions that relate to familiar activity or situation
LLD 2: Responsiveness to Language Building-Later: Carries out multistep requests that involve a familiar activity or situation	Language & Communication/Listening and Understanding/Listening and Understanding/Level 5: Carries out multistep requests that relate to familiar activities or situations
LLD 2: Responsiveness to Language Integrating-Earlier: Carries out multistep requests that involve a new or an unfamiliar activity or situation	Language & Communication/Listening and Understanding/Listening and Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation
LLD 2: Responsiveness to Language Integrating-Middle: Carries out multistep, detailed instructions that involve a new or an unfamiliar sequence of events or directions	Language & Communication/Listening and Understanding/Listening and Understanding/Level 6: Attends to multiple details in directions
LLD 2: Responsiveness to Language Integrating-Later: Carries out multistep, detailed instructions that involve imaginary sequences of events or directions or rules of a new or an unfamiliar activity (e.g., a game)	Language & Communication/Listening and Understanding/Listening and Understanding/Level 7: Carries out multistep directions with multiple details
LLD 5: Interest in Literacy Building-Earlier: 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	Literacy/Listening Comprehension/Key Ideas and Details/Level 1: Listens to fictional texts with simple details and story elements

LLD 5: Interest in Literacy Building-Earlier: 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	Literacy/Listening Comprehension/Key Ideas and Details/ Level 2: Listens to nonfiction texts with simple structures and elements
LLD 5: Interest in Literacy Building-Middle: Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games	Literacy/Reading/Comprehension - Fiction/Level 5: Interacts during a read-aloud with call and response or movements
LLD 5: Interest in Literacy Building-Later: Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Literacy/Listening Comprehension/Key Ideas and Details/ Level 8: Draws a picture to summarize text and labels key details
LLD 5: Interest in Literacy Building-Later: Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Literacy/Reading/Integration of Knowledge and Ideas/ Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
LLD 6: Comprehension of Age-Appropriate Text Building-Earlier: Makes comments or asks questions about text presented in books or the environment	Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
LLD 6: Comprehension of Age-Appropriate Text Building-Middle: Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Literacy/Listening Comprehension/Key Ideas and Details/ Level 3: Identifies the main character(s) in a story
LLD 6: Comprehension of Age-Appropriate Text Building-Middle: Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Literacy/Listening Comprehension/Key Ideas and Details/ Level 4: Recalls key details from a story
LLD 6: Comprehension of Age-Appropriate Text Building-Middle: Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Literacy/Listening Comprehension/Key Ideas and Details/ Level 5: Recalls the order of events in a story
LLD 6: Comprehension of Age-Appropriate Text Building-Later: Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Literacy/Reading/Comprehension - Fiction/Level 7: Recalls the order of events after reading a text
LLD 6: Comprehension of Age-Appropriate Text Building-Later: Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Literacy/Reading/Comprehension - Nonfiction/Level 8: Recalls the order of procedures after reading a procedural text
LLD 6: Comprehension of Age-Appropriate Text Integrating-Earlier: Demonstrates an understanding of both narrative and informational	Literacy/Reading/Comprehension - Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations

LLD 6: Comprehension of Age-Appropriate Text Integrating-Earlier: Demonstrates an understanding of both narrative and informational	Literacy/Reading/Comprehension - Nonfiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
LLD 6: Comprehension of Age-Appropriate Text Integrating-Middle: Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	Literacy/Reading/Comprehension - Fiction/Level 8: Makes simple predictions and inferences about a text
LLD 7: Concepts About Print Building-Earlier: Demonstrates an awareness of the way books are handled	Literacy/Reading/Concepts of Print/Level 1: Identifies appropriate book orientation
LLD 7: Concepts About Print Building-Middle: Demonstrates an understanding that print and symbols carry meaning	Literacy/Reading/Concepts of Print/Level 2: Distinguishes print from pictures
LLD 7: Concepts About Print Building-Later: Demonstrates an understanding of how to follow print on a page of text.	Literacy/Reading/Concepts of Print/Level 3: Demonstrates an understanding of print directionality
LLD 7: Concepts About Print Integrating-Earlier: Demonstrates an understanding that print is organized into units, such as letters, sounds, and words	Literacy/Reading/Concepts of Print/Level 5: Distinguishes letters from words
LLD 7: Concepts About Print Integrating-Middle: Demonstrates an understanding that different types of printed materials are organized to communicate specific ideas or information	Literacy/Reading/Concepts of Print/Level 4: Identifies book parts and features
LLD 7: Concepts About Print Integrating-Middle: Demonstrates an understanding that different types of printed materials are organized to communicate specific ideas or information	Literacy/Reading/Craft and Structure/Level 7: Recognizes common types of texts
LLD 7: Concepts About Print Integrating-Later: Demonstrates an understanding that print material is organized into sentences that have first-letter capitalization and ending punctuation	Literacy/Writing/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
LLD 8: Phonological Awareness Building-Earlier: Engages actively in play with sounds in words or rhymes, sings simple songs, or repeats simple nursery rhymes	Literacy/Phonological Awareness/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
LLD 8: Phonological Awareness Building-Middle: Demonstrates an awareness of larger units of language (e.g. words, syllables)	Literacy/Phonological Awareness/Segmenting/Level 1: Identifies separate words within a sentence

LLD 8: Phonological Awareness Building-Later: 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	Literacy/Phonological Awareness/Blending/Level 1: Combines two words to make a compound word
LLD 8: Phonological Awareness Building-Later: 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	Literacy/Phonological Awareness/Blending/Level 2: Adds a missing word to form a compound word
LLD 8: Phonological Awareness Building-Later: 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	Literacy/Phonological Awareness/Blending/Level 3: Combines syllables to form words
LLD 8: Phonological Awareness Building-Later: 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	Literacy/Phonological Awareness/Segmenting/Level 3: Deletes a word from a compound word
LLD 8: Phonological Awareness Building-Later: 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	Literacy/Phonological Awareness/Segmenting/Level 3: Deletes a word from a compound word
LLD 8: Phonological Awareness Building-Later: 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	Literacy/Phonological Awareness/Segmenting/Level 4: Segments words into syllables
LLD 8: Phonological Awareness Integrating-Earlier: 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	Literacy/Phonological Awareness/Blending/Level 4: Blends onsets and rimes to make one-syllable words
LLD 8: Phonological Awareness Integrating-Middle: Matches initial and final sounds of words and segments and blends initial and final phonemes of words	Literacy/Phonological Awareness/Alliteration/Level 3: Distinguishes if two words start with the same onset
LLD 8: Phonological Awareness Integrating-Later: Isolates the initial sound, middle sound, and final sound in three-phoneme (consonant-vowel-consonant) words	Literacy/Phonological Awareness/Segmenting/Level 6: Isolates final sounds in CVC words

LLD 8: Phonological Awareness Integrating-Later: Isolates the initial sound, middle sound, and final sound in three-phoneme (consonant-vowel-consonant) words	Literacy/Phonological Awareness/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
LLD 9: Letter and Word Knowledge Integrating-Middle: Demonstrates knowledge of all the letters of the alphabet (uppercase 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)	Literacy/Phonics/Letter-Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds
LLD 9: Letter and Word Knowledge Integrating-Middle: Demonstrates knowledge of all the letters of the alphabet (uppercase 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)	Literacy/Phonics/Letter-Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds
LLD 9: Letter and Word Knowledge Integrating-Middle: Demonstrates knowledge of all the letters of the alphabet (uppercase 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)	Literacy/Reading/High-Frequency Words/Level 6: Identifies the following sight words: the, can, is, a, I, see, on, he, she, at
LLD 9: Letter and Word Knowledge Integrating-Middle: Demonstrates knowledge of all the letters of the alphabet (uppercase 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)	Literacy/Reading/High-Frequency Words/Level 7: Identifies the following sight words: to, in, you, it, was, that, his, and, for, are
LLD 9: Letter and Word Knowledge Integrating-Middle: Demonstrates knowledge of all the letters of the alphabet (uppercase 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)	Literacy/Phonics/Letter-Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds
LLD 9: Letter and Word Knowledge Integrating-Later: Assembles or splits apart words to make new words and identifies both short and long vowel sounds for most vowels	Literacy/Phonics/Letter-Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds
LLD 10: Emergent Writing Building-Earlier: Makes scribble marks or simple drawings that represent people, things, or events	Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning
LLD 10: Emergent Writing Building-Middle: Makes marks to represent their own name or words	Literacy/Writing/Writing Development/Level 3: Writes shape-like symbols
LLD 10: Emergent Writing Building-Later: Uses letters or clearly recognizable approximations of letters to write their own name	Literacy/Writing/Writing Development/Level 4: Writes letter strings

LLD 10: Emergent Writing Integrating-Earlier: Writes several words, a few simple phrases, or clearly recognizable approximations	Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces
LLD 10: Emergent Writing Integrating-Middle: Writes and composes simple sentences to communicate ideas to others	Literacy/Writing/Writing Development/Level 7: Uses invented or phonetic spelling
Cognition: Math	
DRDP Measure and Level	Ignite Skill
COG: MATH 1 Building-Earlier: Sorts objects into two groups based on one attribute, but not always accurately	Mathematics/Math Applications/Classification and Data/ Level 3: Matches similar objects
COG: MATH 1 Building-Middle: Sorts objects accurately into two or more groups based on one attribute	Mathematics/Math Applications/Classification and Data/Level 2: Sorts objects based on a single attribute
COG: MATH 1 Building-Later: 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	Mathematics/Math Applications/Classification and Data/Level 4: Identifies objects given two attributes
COG: MATH 1 Integrating-Earlier: Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute	Mathematics/Math Applications/Classification and Data/Level 5: Sorts objects based on two attributes
COG: MATH 2 Building-Earlier: Identifies small quantities without counting, up to three	Mathematics/Counting and Cardinality/Subitizing/Level 1: Matches small sets of 1-3 objects
COG: MATH 2 Building-Middle: Counts up to five objects using one-to-one correspondence and recites numbers in order, 1 through 10	Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to 5
COG: MATH 2 Building-Middle: Counts up to five objects using one-to-one correspondence and recites numbers in order, 1 through 10	Mathematics/Counting and Cardinality/Set Counting/Level 2: Counts up to 5 objects
COG: MATH 2 Building-Middle: Counts up to five objects using one-to-one correspondence and recites numbers in order, 1 through 10	Mathematics/Counting and Cardinality/Set Counting/Level 4: Produces sets of up to 5 objects
COG: MATH 2 Building-Later: Shows an understanding that the last number counted is the total in the group	Mathematics/Counting and Cardinality/Set Counting/Level 3: Counts up to 10 objects

<p>COG: MATH 2</p> <p>Integrating-Earlier: Solves simple, everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence, and recites numbers correctly, up to 20</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 5: Produces sets of up to 10 objects</p>
<p>COG: MATH 2</p> <p>Integrating-Middle: Solves simple, everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence, and recites numbers correctly, up to 20</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/ Level 4: Recognizes numerals 0-10</p>
<p>COG: MATH 2</p> <p>Integrating-Middle: Solves simple, everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence, and recites numbers correctly, up to 20</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/ Level 7: Recognizes 11-20</p>
<p>COG: MATH 2</p> <p>Integrating-Middle: Solves simple, everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence, and recites numbers correctly, up to 20</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 6: Counts sets of up to 20 objects</p>
<p>COG: MATH 2</p> <p>Integrating-Later: Counts beyond 100, starting at any given number, demonstrates an understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones, and reads and writes two-digit numerals up to 100</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/ Level 8C: Counts beyond 100 starting at any number</p>
<p>COG: MATH 2</p> <p>Integrating-Later: Counts beyond 100, starting at any given number, demonstrates an understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones, and reads and writes two-digit numerals up to 100</p>	<p>Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100</p>
<p>COG: MATH 3</p> <p>Building-Earlier: Demonstrates an understanding that adding objects to a group makes more or that taking away objects makes fewer</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/ Level 6: Given a set of objects, adds on to the set to make a given total (e.g., there are four bears and the child is asked to make there be seven; the child adds three more bears)</p>
<p>COG: MATH 3</p> <p>Building-Earlier:</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/ Level 6: Given a set of objects, adds on to the set to make a given total (e.g., there are four bears and the child is asked to make there be seven; the child adds three more bears)</p>
<p>COG: MATH 3</p> <p>Integrating-Earlier: Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/ Level 8: 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)</p>
<p>COG: MATH 3</p> <p>Integrating-Earlier: Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation</p>	<p>Mathematics/Operations and Algebraic Thinking/Subtraction/ Level 8A: 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)</p>

<p>COG: MATH 3</p> <p>Integrating-Earlier: Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation</p>	<p>Mathematics/Counting and Cardinality/Composing/Level 6: Identifies the missing part to complete wholes up to 5</p>
<p>COG: MATH 3</p> <p>Integrating-Earlier: Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation</p>	<p>Mathematics/Counting and Cardinality/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole</p>
<p>COG: MATH 3</p> <p>Integrating-Middle: Represents and solves addition and subtraction problems with totals up to 10 by using objects, drawings, or fingers or by mental calculation; and demonstrates an understanding that numbers (10 or less) can be decomposed in more than one way (e.g., $7 = 5 + 2$ and $7 = 6 + 1$)</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less</p>
<p>COG: MATH 3</p> <p>Integrating-Middle: Represents and solves addition and subtraction problems with totals up to 10 by using objects, drawings, or fingers or by mental calculation; and demonstrates an understanding that numbers (10 or less) can be decomposed in more than one way (e.g., $7 = 5 + 2$ and $7 = 6 + 1$)</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less</p>
<p>COG: MATH 3</p> <p>Integrating-Middle: Represents and solves addition and subtraction problems with totals up to 10 by using objects, drawings, or fingers or by mental calculation; and demonstrates an understanding that numbers (10 or less) can be decomposed in more than one way (e.g., $7 = 5 + 2$ and $7 = 6 + 1$)</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/Level 5: Finds the total by counting on from the first addend with sums up to 10</p>
<p>COG: MATH 3</p> <p>Integrating-Middle: Represents and solves addition and subtraction problems with totals up to 10 by using objects, drawings, or fingers or by mental calculation; and demonstrates an understanding that numbers (10 or less) can be decomposed in more than one way (e.g., $7 = 5 + 2$ and $7 = 6 + 1$)</p>	<p>Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation</p>
<p>COG: MATH 3</p> <p>Integrating-Middle: Represents and solves addition and subtraction problems with totals up to 10 by using objects, drawings, or fingers or by mental calculation; and demonstrates an understanding that numbers (10 or less) can be decomposed in more than one way (e.g., $7 = 5 + 2$ and $7 = 6 + 1$)</p>	<p>Mathematics/Counting and Cardinality/Composing/Level 7: Identifies the missing part to complete wholes up to 10</p>
<p>COG: MATH 3</p> <p>Integrating-Middle: Represents and solves addition and subtraction problems with totals up to 10 by using objects, drawings, or fingers or by mental calculation; and demonstrates an understanding that numbers (10 or less) can be decomposed in more than one way (e.g., $7 = 5 + 2$ and $7 = 6 + 1$)</p>	<p>Mathematics/Counting and Cardinality/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole</p>
<p>COG: MATH 3</p> <p>Integrating-Later: Represents and solves addition and subtraction word problems with totals up to 20 by using objects, drawings, and equations and by applying advanced strategies (e.g., count on), including strategies that reflect understanding of properties of addition and subtraction</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/Level 7: Determines the missing addend by adding on objects (e.g., you have five balls and then get some more. Now you have seven in all. How many did you get?)</p>

<p>COG: MATH 3</p> <p>Integrating-Later: Represents and solves addition and subtraction word problems with totals up to 20 by using objects, drawings, and equations and by applying advanced strategies (e.g., count on), including strategies that reflect understanding of properties of addition and subtraction</p>	<p>Mathematics/Operations and Algebraic Thinking/Subtraction/Level 7: 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?)</p>
<p>COG: MATH 3</p> <p>Integrating-Later: Represents and solves addition and subtraction word problems with totals up to 20 by using objects, drawings, and equations and by applying advanced strategies (e.g., count on), including strategies that reflect understanding of properties of addition and subtraction</p>	<p>Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation</p>
<p>COG: MATH 3</p> <p>Integrating-Later: Represents and solves addition and subtraction word problems with totals up to 20 by using objects, drawings, and equations and by applying advanced strategies (e.g., count on), including strategies that reflect understanding of properties of addition and subtraction</p>	<p>Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation</p>
<p>COG: MATH 4</p> <p>Building-Middle: Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing an understanding of comparative words</p>	<p>Mathematics/Math Applications/Measurement/Level 2: Identifies the object that is longer, taller, or shorter</p>
<p>COG: MATH 4</p> <p>Building-Later: Orders three or more objects by directly comparing them by using a measurable property (e.g., size, length, weight, capacity)</p>	<p>Mathematics/Math Applications/Measurement/Level 1: Orders up to three objects by length and height</p>
<p>COG: MATH 4</p> <p>Building-Later: Orders three or more objects by directly comparing them by using a measurable property (e.g., size, length, weight, capacity)</p>	<p>Mathematics/Math Applications/Measurement/Level 5: Orders up to 10 objects by length and height</p>
<p>COG: MATH 4</p> <p>Integrating-Earlier: 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)</p>	<p>Mathematics/Math Applications/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects</p>
<p>COG: MATH 4</p> <p>Integrating-Earlier: 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)</p>	<p>Mathematics/Math Applications/Measurement/Level 8: Uses standard measurement tools to compare two objects</p>
<p>COG: MATH 4</p> <p>Integrating-Middle: 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</p>	<p>Mathematics/Math Applications/Measurement/Level 4: Fills in containers with objects to compare volumes</p>
<p>COG: MATH 5</p> <p>Building-Earlier: Matches simple sequences that are seen, heard, or experienced</p>	<p>Mathematics/Operations and Algebraic Thinking/Patterns/Level 1: Copies ABAB patterns</p>

COG: MATH 5 Building-Middle: Attempts to create simple, repeating patterns (with two elements)	Mathematics/Operations and Algebraic Thinking/Patterns/ Level 3: Creates simple repeating patterns
COG: MATH 5 Building-Later: Extends a simple, repeating pattern (with two elements) by adding one or more repetitions of an existing pattern	Mathematics/Operations and Algebraic Thinking/Patterns/ Level 2: Fills in and extends ABAB patterns
COG: MATH 5 Integrating-Earlier: Creates, copies, or extends complex patterns (with three or more elements)	Mathematics/Operations and Algebraic Thinking/Patterns/ Level 4: Copies AABBA, ABCABC, and ABBABB patterns
COG: MATH 5 Integrating-Earlier: Creates, copies, or extends complex patterns (with three or more elements)	Mathematics/Operations and Algebraic Thinking/Patterns/ Level 5: Extends and fills in missing parts of AABBA, ABCABC, and ABBABB patterns
COG: MATH 5 Integrating-Later: Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions	Mathematics/Operations & Algebraic Thinking/Patterns/ Level 8B: Describes growing patterns
COG: MATH 6 Building-Earlier: Identifies or names several shapes in the environment (e.g. circles, squares, triangles)	Mathematics/Geometry/2D Shapes/Level 1: Matches two identical simple shapes (square, triangle, circle) that have the same size and orientation
COG: MATH 6 Building-Middle: Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Mathematics/Geometry/2D Shapes/Level 3: 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)
COG: MATH 6 Building-Later : Recognizes shapes when they are presented in different orientations or as parts of other objects	Mathematics/Geometry/2D Shapes/Level 2: Matches two identical simple shapes (square, triangle, circle) that have different sizes and orientations
COG: MATH 6 Integrating-Earlier: Describes several shapes and the differences between them	Mathematics/Geometry/2D Shapes/Level 6: Describes attributes of basic 2D shapes
COG: MATH 6 Integrating-Earlier: Describes several shapes and the differences between them	Mathematics/Geometry/2D Shapes/Level 7: Compares 2D shapes
COG: MATH 6 Integrating-Earlier: Describes several shapes and the differences between them	Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes
COG: MATH 6 Integrating-Earlier: Describes several shapes and the differences between them	Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes

COG: MATH 6 Integrating-Middle: Names, describes, and compares a variety of two-dimensional shapes in different sizes and orientations (e.g., rectangle and hexagon) and some three-dimensional shapes (e.g., cylinder, cube)	Mathematics/Geometry/2D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)
COG: MATH 6 Integrating-Later: Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles) and creates representations of shapes based on knowledge of defining attributes	Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)
COG: MATH 6 Integrating-Later: Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles) and creates representations of shapes based on knowledge of defining attributes	Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
Cognition: Science	
DRDP Measure and Level	Ignite Skill
COG: SCI 1 Integrating-Earlier: Shows an understanding that variations in actions or degrees of actions with the same objects or materials cause different results	Science & Technology/Engineering/Engineering/Level 7: Demonstrates an understanding of how the shape of an object impacts the object's ability to solve a problem
COG: SCI 2 Integrating-Later: Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics	
COG: SCI 3 Building-Earlier: Communicates similarities or differences in the characteristics of objects	Science & Technology/Earth Science/Level 1: Identifies materials in the environment
COG: SCI 3 Integrating-Earlier: Participates in recording detailed information by tallying, charting, making simple graphs, or making complex drawings; and communicates about findings, related ideas, or simple explanations	Science & Technology/Engineering/Engineering/Level 8: Analyzes data from the tests of two objects to compare the strengths and weaknesses of each object
COG: SCI 3 Integrating-Middle: Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others	Science & Technology/Engineering/Engineering/Level 8: Analyzes data from the tests of two objects to compare the strengths and weaknesses of each object
COG: SCI 4 Building-Earlier: Identifies basic characteristics of living things, earth materials, or events in the environment (e.g. how they look, feel, sound, or behave)	Science & Technology/Life Science/Level 2: Identifies at least three living things
COG: SCI 4 Building-Middle: Demonstrates an awareness of basic needs and processes that are unique to living things (e.g., need for water and food, change and growth)	Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)

COG: SCI 4 Building-Later: Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)	Science & Technology/Life Science/Level 4: Identifies how living things change over time
COG: SCI 4 Integrating-Middle: Demonstrates knowledge of what living things (plants, animals, and humans) need to survive, and demonstrates knowledge of the relationship between what living things need to survive and where they live	Science & Technology/Earth Science/Earth Science/Level 6: Demonstrates an understanding of how plants and animals (including humans) can change the environment to meet their needs
COG: SCI 4 Integrating-Later: 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)	Science & Technology/Life Science/Level 4: Identifies how living things change over time

Physical Development

DRDP Measure and Level	Ignite Skill
PD 4: Fine Motor Manipulative Skills Integrating-Earlier: Performs, with efficiency, a variety of tasks that require precise manipulation of small objects	Physical Development/Fine Motor/Level 6: Uses one finger to make small movements

Health

DRDP Measure and Level	Ignite Skill
HLTH 1: Safety Building-Earlier: Follows basic safety practices with close adult supervision	Physical Development/Health and Safety/Level 1: Demonstrates an understanding of personal safety practices and routines
HLTH 1: Safety Building-Middle: Follows basic safety practices on their own in a familiar environment with occasional adult reminders	Physical Development/Health and Safety/Level 2: Identifies ways to play safely
HLTH 1: Safety Building-Later: Applies basic safety practices on their own across different situations	Physical Development/Health and Safety/Level 3: Identifies behaviors that promote health and safety
HLTH 1: Safety Integrating-Earlier: Communicates an understanding of some safety practices to others	Physical Development/Health and Safety/Level 5: Identifies, avoids, and alerts others to danger
HLTH 2: Personal Care Routines Building-Middle: Carries out most steps of familiar personal care routines with occasional reminders of when or how to do them	Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (handwashing, feeding, and toileting)
HLTH 2: Personal Care Routines Building-Middle: Carries out most steps of familiar personal care routines with occasional reminders of when or how to do them	Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities

<p>HLTH 2: Personal Care Routines</p> <p>Building-Middle: Carries out most steps of familiar personal care routines with occasional reminders of when or how to do them</p>	<p>Physical Development/Self-Care/Level 4: Identifies steps of a morning routine</p>
<p>HLTH 2: Personal Care Routines</p> <p>Building-Later: Initiates and completes on their own some familiar personal care routines</p>	<p>Physical Development/Self-Care/Level 5: Demonstrates an understanding of daily routine and self-care processes</p>
<p>HLTH 2: Personal Care Routines</p> <p>Integrating-Earlier: Initiates and completes on their own all personal care routines and demonstrates to others how to carry out their own personal care routines</p>	<p>Physical Development/Self-Care/Level 6: Explores relaxing self-care activities</p>
<p>HLTH 2: Personal Care Routines</p> <p>Integrating-Middle: Demonstrates a general understanding about why personal care routines are important for health</p>	<p>Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations</p>
<p>HLTH 2: Personal Care Routines</p> <p>Integrating-Later: Communicates detailed explanations about why personal care routines are important for health</p>	<p>Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations</p>
<p>HLTH 4: Nutrition</p> <p>Building-Earlier: Recognizes or identifies a variety of foods</p>	<p>Physical Development/Nutrition/Level 8: Builds a balanced plate</p>
<p>HLTH 4: Nutrition</p> <p>Building-Later: Shows an awareness that some foods are more healthful than others</p>	<p>Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods</p>
<p>HLTH 4: Nutrition</p> <p>Integrating-Earlier: Communicates simple explanations about the healthfulness of different food choices</p>	<p>Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods</p>
<p>HLTH 4: Nutrition</p> <p>Integrating-Later: Communicates a basic understanding about the importance of eating a balanced diet and relates nutrients to healthy development</p>	<p>Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods</p>
<p>HLTH 5: Knowledge of Wellness</p> <p>Building-Later: Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy</p>	<p>Physical Development/Health and Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance</p>
<p>HLTH 5: Knowledge of Wellness</p> <p>Integrating-Middle: Communicates an understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health</p>	<p>Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood</p>

History-Social Science

DRDP Measure and Level	Ignite Skill
HSS 2: Sense of Place Building-Later: Communicates about the relative distances between familiar locations, including details about those locations	Mathematics/Geometry/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction and distance
HSS 2: Sense of Place Integrating-Earlier: Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them	Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
HSS 2: Sense of Place Integrating-Middle: Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates an understanding of both obvious and less apparent aspects of familiar physical locations	Social Studies/Community Awareness/Level 8: Explores ways to help those in need
HSS 2: Sense of Place Integrating-Later: Uses simple maps and globes with adult assistance and draws maps to represent familiar environments	Mathematics/Geometry/Spatial Relationships/Level 6: Uses simple sketches, models, or maps to locate objects
HSS 3: Ecology Building-Later: Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)	Science & Technology/Earth Science/Level 5: Demonstrates an understanding of the importance of caring for the environment
HSS 3: Ecology Integrating-Later: Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering, reducing pollution, erosion)	Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
HSS 4: Conflict Negotiation Building-Later: Uses appropriate words and actions to express desires in response to conflict situations and suggests simple cooperative solutions based mainly on their own needs	Social-Emotional Development/Solving Social Problems/Level 4: Identifies appropriate solutions for social problems involving basic emotions
HSS 4: Conflict Negotiation Building-Later: Uses appropriate words and actions to express desires in response to conflict situations and suggests simple cooperative solutions based mainly on their own needs	Social-Emotional Development/Solving Social Problems/Level 7: Identifies appropriate solutions for social problems involving more complex emotions
HSS 4: Conflict Negotiation Integrating-Earlier: Considers the needs and interests of others when there is a conflict or attempts to negotiate a compromise	Social-Emotional Development/Solving Social Problems/Level 6: Applies strategies for solving social problems in familiar situations
HSS 4: Conflict Negotiation Integrating-Middle: Proposes, negotiates, and carries out solutions to conflicts without adult assistance	Social-Emotional Development/Solving Social Problems/Level 8: Applies strategies for solving social problems in new situations

HSS 5: Responsible Conduct as a Group Member Integrating-Earlier: Communicates about group expectations and cooperates with others in carrying out group expectations	Social-Emotional Development/Social Skills/Social Skills/ Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
HSS 5: Responsible Conduct as a Group Member Integrating-Earlier: Communicates about group expectations and cooperates with others in carrying out group expectations	Social-Emotional Development/Responsible Decision-Making/ Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
HSS 5: Responsible Conduct as a Group Member Integrating-Middle: Participates in making new group expectations and demonstrates an understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair	Social-Emotional Development/Responsible Decision-Making/ Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
HSS 5: Responsible Conduct as a Group Member Integrating-Middle: Participates in making new group expectations and demonstrates an understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair	Social-Emotional Development/Social Skills/Social Skills/ Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
HSS 5: Responsible Conduct as a Group Member Integrating-Middle: Participates in making new group expectations and demonstrates an understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair	Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
HSS 5: Responsible Conduct as a Group Member Integrating-Later: Demonstrates an understanding that group expectations are to ensure people's welfare	Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
HSS 5: Responsible Conduct as a Group Member Integrating-Later: Demonstrates an understanding that group expectations are to ensure people's welfare	Social-Emotional Development/Social Skills/Social Skills/ Level 7: Demonstrates an understanding of the importance of respect for others
HSS 5: Responsible Conduct as a Group Member Integrating-Later: Demonstrates an understanding that group expectations are to ensure people's welfare	Social-Emotional Development/Social Skills/Social Skills/ Level 8: Identifies personal actions that demonstrate respect for others