



LOUISIANA EARLY CHILDHOOD STANDARDS AND IGNITE BY HATCH™



Louisiana Early Childhood Standards	Ignite Learning Domains	Ignite Subdomains	Ignite Skill Levels	Ignite Skill Descriptors
<p>CM.4.3.1. - Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)</p> <p>CM.4.3.2. - With prompting and support, name the attributes of two shapes. (3.2)</p> <p>CM.4.3.3. - Create, simple shapes using objects or other materials. (3.3)</p> <p>CM.4.3.4. - Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)</p> <p>CM.4.3.5. - With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5)</p> <p>CM.2.4.2. - Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)</p> <p>CM.4.4.1. - Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)</p> <p>CM.4.4.2. - Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)</p> <p>CM.4.4.3. - Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)</p> <p>CM.4.4.4. - Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)</p>	<p>Mathematics</p>	<p>2-D Shapes</p>	<p>1</p>	<p>Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation</p>

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<p>LL.4.3.4. - With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p>LL.4.4.4. - With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p>LL.4.4.5. - Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p>	Language & Communications	Academic Vocabulary	4	Applies understanding of cross-curricular prekindergarten level tier 2 words
<p>CM.2.3.3. - Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)</p> <p>CM.2.4.3. - Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</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>LL.6.3.3. - With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p>LL.6.3.4. - With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p>LL.6.4.3. - With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</p> <p>LL.6.4.4. - Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</p>	Literacy	Alliteration	1	Listens to songs and chants that have repeating initial sounds
<p>CC.1.3.2. - Participate in songs and finger plays. (3.2)</p> <p>LL.6.3.5. - Engage in word play activities in songs and rhymes. (3.5)</p> <p>CC.1.4.2. - Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)</p>	Literacy	Alphabet Knowledge	2	Listens to alphabet chants and songs

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<p>LL.6.4.2. - With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</p>	Literacy	Blending	1	Combines two words to make a compound word
<p>CM.2.3.2. - Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)</p> <p>CM.2.4.2. - Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)</p>	Mathematics	Classification and Data	1	Identifies objects given a single attribute
<p>CSS.3.3.1. - Participate in walks and field trips to different places in the community. (3.1)</p> <p>CSS.3.3.3. - Describe the location of items/areas in the classroom and places in home and community. (3.3)</p> <p>CSS.3.3.4. - Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)</p> <p>CSS.2.4.3. - Describe familiar elements of the local community and culture. (4.3)</p> <p>CSS.3.4.1. - Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)</p> <p>CSS.3.4.2. - Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)</p>	Social Studies	Community Awareness	1	Draws a picture of a neighborhood
<p>CM.1.3.3. - Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</p> <p>CM.1.3.4. - Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</p> <p>CM.1.3.7. - Count two sets of objects and identify which set has more/less/fewer. (3.7)</p> <p>CM.1.4.3. - Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</p> <p>CM.1.4.4. - Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</p> <p>CM.1.4.7. - Compare sets of objects using same/different and more/less/fewer. (4.7)</p>	Mathematics	Comparing Quantities	1	Places objects into a set structure that forces one-to-one correspondence

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<p>LL.3.3.1. - Find a specific book by looking at the cover. (3.1)</p> <p>LL.3.3.2. - Identify the front cover of a book. (3.2)</p> <p>LL.3.3.5. - With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</p>	Literacy	Concepts of Print	1	Identifies appropriate book orientation
<p>LL.1.3.8. - Use phrases and/or simple sentences that convey a complete thought, "Tommy ate the cookie," that is easily understood by family and most people outside the home. (3.8)</p>	Language & Communications	Conventions of Language	3	Demonstrates understanding of regular plural nouns
<p>CS.4.3.1. - Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1)</p> <p>CS.4.3.2. - Name the types of clothing needed for different seasons. (3.2)</p> <p>CS.4.3.3. - Identify the characteristics of current weather conditions. (3.3)</p> <p>CS.4.3.4. - Describe objects found in the day or night time sky. (3.4)</p> <p>CS.4.3.5. - Talk about how the sky changes from night to day. (3.5)</p> <p>CS.4.4.2. - Describe the types of clothing needed for different seasons. (4.2)</p> <p>CS.4.4.3. - Describe the current weather and how weather conditions can change from day to day. (4.3)</p> <p>CS.4.4.4. - Describe major features of the earth and sky, and how they change from night to day. (4.4)</p>	Science & Technology	Earth Science	1	Identifies materials in the environment

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<p>PM.5.3.1. - Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1)</p> <p>PM.5.3.2. - State safety rules and follow them with guidance from adults. (3.2)</p> <p>PM.5.4.1. - Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1)</p> <p>PM.5.4.2. - Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2)</p>	Physical Development	Health and Safety	1	Demonstrates understanding of personal safety practices and routines
	Social-Emotional Development	Identifying Emotions	1	Identifies basic emotions (happy, sad, angry/mad, and scared)
<p>LL.7.3.2. - Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</p> <p>LL.7.3.3. - Engage in tactile experiences creating letters and other forms. (3.3)</p>	Literacy	Letter Formation	3	Writes 5 uppercase letters
<p>LL.5.3.4. - Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</p> <p>LL.5.4.4. - With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)</p> <p>LL.5.4.5. - Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)</p>	Literacy	Letter-Sound Correspondence	4	Identifies 10 uppercase letters based on their sounds

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<p>CS.3.3.1. - With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)</p> <p>CS.3.3.2. - Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)</p> <p>CS.3.3.3. - Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)</p> <p>CS.3.3.4. - Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4)</p> <p>CS.3.3.5. - Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)</p> <p>CS.3.4.1. - Explore, observe, and describe a variety of living creatures and plants. (4.1)</p> <p>CS.3.4.2. - Classify living creatures and plants into categories according to at least one characteristic. (4.2)</p> <p>CS.3.4.4. - Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4)</p>	Science & Technology	Life Science	5	Identifies living things and their basic needs, and how they grow and change over time
<p>LL.2.3.2. - Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p> <p>LL.3.3.3. - Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</p> <p>LL.3.3.4. - Imitate teacher reading a story. (3.4)</p> <p>LL.4.3.4. - With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p>LL.4.3.7. - With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</p> <p>LL.1.4.1. - Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)</p> <p>LL.2.4.2. - Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</p> <p>LL.4.4.3. - With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p>	Literacy	Listening Comprehension/Key Ideas and Details	5	Recalls the order of events in a story

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LL.1.3.1. - Follow two-step directions. (3.1)	Language & Communications	Listening and Understanding	5	Carries out multi-step requests that relate to familiar activities or situations
CM.3.3.1. - Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) CM.3.3.2. - Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) CM.3.4.1. - Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) CM.3.4.2. - Put up to six objects in order by length (seriate). (4.2)	Mathematics	Measurement	5	Orders up to 10 objects by length and height
CM.1.3.1. - Verbally counts by ones to 10. (3.1) CM.1.3.2. - With prompting and support, count up to 5 and then backwards from 5. (3.2) CM.1.4.2. - Count forward from a given number between 1 and 10, and count backward from 5. (4.2)	Mathematics	Number Sequencing	5	Identifies the number that comes before or after a number between 0 and 10
CM.1.3.5. - Identify some written numerals but not in sequence. (3.5) CM.1.4.5. - Identify written numerals 0-10 in the everyday environment. (4.5)	Mathematics	Numeral Writing	5	Writes numerals 0 - 10
PM.4.3.1. - Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1) PM.4.3.2. - Select from a variety of healthy foods that are offered. (3.2) PM.4.4.1. - Identify different foods and the corresponding food group according to "My Plate". (4.1) PM.4.4.2. - Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)	Physical Development	Nutrition	5	Creates a shopping list with healthy foods

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<p>CM.1.3.1. - Verbally counts by ones to 10. (3.1)</p> <p>CM.1.3.2. - With prompting and support, count up to 5 and then backwards from 5. (3.2)</p> <p>CM.1.3.3. - Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</p> <p>CM.1.3.4. - Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</p> <p>CM.1.3.8. - Identify an object or person as first. (3.8)</p> <p>CM.1.4.3. - Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</p> <p>CM.1.4.4. - Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</p> <p>CM.1.4.8. - Identify an object’s or person’s position as first or last. (4.8)</p>	Mathematics	Ordinal Numbers	5	Arranges up to four objects using knowledge of ordinal positions
<p>CM.2.3.4. - Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (3.4)</p> <p>CM.2.4.1. - Recognize, copy, and extend patterns. (4.1)</p>	Mathematics	Patterns	5	Extends and fills in missing parts of AABBA, ABCABC, and ABBABB patterns

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CS.1.3.3. - Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)	Science & Technology	Physical Science	5	Identifies the effects magnets have on some items (i.e. magnets attract some things, but not others)
LL.1.3.9. - Ask questions that may incorporate expanding vocabulary. (3.9) LL.2.3.2. - Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) LL.2.4.2. - Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)	Language & Communications	Receptive Language	1	Shows understanding of basic words
	Social-Emotional Development	Responding to Emotions	1	Engages in breathing exercises to learn to calm self
CC.1.3.2. - Participate in songs and finger plays. (3.2) LL.6.3.1. - With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1) LL.6.3.5. - Engage in word play activities in songs and rhymes. (3.5) CC.1.4.2. - Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) LL.6.4.1. - With prompting and support, recognize and produce rhyming words. (4.1)	Literacy	Rhyming	1	Listens to a variety of rhymes (songs, chants, etc.)
LL.3.3.5. - With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5) LL.5.3.3. - With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3) LL.6.3.2. - With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2) LL.5.4.4. - With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)	Literacy	Segmenting	1	Identifies separate words within a sentence

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<p>PM.4.3.3. - Carry out most personal care routines with minimal adult guidance and assistance. (3.3)</p> <p>PM.4.3.4. - Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4)</p> <p>PM.2.4.2. - Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2)</p> <p>PM.4.4.3. - Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)</p> <p>PM.4.4.4. - Get sufficient sleep and rest to support healthy development of their body. (4.4)</p>	Physical Development	Self-Care	1	Identifies self-care routines and scenarios

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SE.3.4.1. - Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)	Social Studies	Self-Identity	1	Draws a self-portrait
CM.1.3.1. - Verbally counts by ones to 10. (3.1) CM.1.3.2. - With prompting and support, count up to 5 and then backwards from 5. (3.2) CM.1.3.3. - Tell "how many" after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3) CM.1.3.4. - Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4) CM.1.4.2. - Count forward from a given number between 1 and 10, and count backward from 5. (4.2) CM.1.4.3. - Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3) CM.1.4.4. - Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)	Mathematics	Set Counting	1	Touches one object for each number said for sets up to 5
CS.2.3.2. - Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2) CS.1.4.2. - Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) CS.2.4.2. - Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)	Science & Technology	Simple Tools and Technology	1	Identifies simple tools in everyday life
AL.3.3.1. - Experiment to see if the same actions have similar effects on different objects. (3.1) AL.3.3.2. - Remember and apply previously learned information to a familiar object, task or situation. (3.2) AL.3.3.3. - Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) AL.4.3.1. - Express unique ideas in both language and use of objects in a variety of situations. (3.1) AL.4.3.2. - Ask more complex questions for clarification and to seek meaningful information. (3.2) AL.3.4.1. - Identify and understand cause and effect relationships. (4.1)	Social-Emotional Development	Social Problem Solving	1	Recognizes social problems

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<p>AL.3.4.2. - Apply prior knowledge and experiences to learn new skills during play. (4.2)</p> <p>AL.3.4.3. - Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)</p> <p>AL.4.4.1. - Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)</p>				
<p>CM.4.3.6. - Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6)</p> <p>LL.2.3.1. - With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)</p> <p>CM.4.4.5. - Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5)</p> <p>LL.2.4.1. - Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</p>	Mathematics	Spatial Relationships	1	Follows simple directions related to position (in, on, off, over, and under)

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<p>CM.2.3.3. - Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)</p> <p>CM.2.4.3. - Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</p>	Mathematics	Subtraction	1	Finds the difference by separating objects when the whole is 4 or less
<p>LL.4.3.4. - With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p>LL.4.4.4. - With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p>LL.4.4.5. - Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p>	Language & Communications	Vocabulary	1	Understands color words
<p>CC.2.3.3. - Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)</p> <p>CC.2.4.3. - Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)</p> <p>LL.7.4.2. - Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</p>	Literacy	Writing Development	1	Makes scribble marks