



# LOUISIANA KINDERGARTEN STANDARDS AND IGNITE BY HATCH™



Louisiana's Kindergarten Standards	Ignite Learning Domains	Ignite Subdomains	Ignite Skill Levels	Ignite Skill Descriptors
<b>K-ESS3-2.</b> - Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.	Physical Development	Health and Safety	1	Demonstrates understanding of personal safety practices and routines
<b>1-E-1.4.</b> - Explain why a variety of foods are necessary for good health. <b>1-E-1.5.</b> - Describe why a healthy breakfast is important. <b>1-E-1.6.</b> - Identify healthy snacks and beverages. <b>5-E-2.2.</b> - List a range of choices that could affect one's health (e.g., healthy foods – grow strong, taking medicines – get well, going to bed on time – feel good in the morning). <b>3.K-1.3.</b> - Recognize that food provides energy for physical activity	Physical Development	Nutrition	5	Creates a shopping list with healthy foods
<b>1-E-1.2.</b> - List personal health behaviors (e.g., hand washing, teeth brushing). <b>1-E-3.4.</b> - Review effective dental and personal hygiene practices. <b>2-E-2.4.</b> - Discuss the importance of respect and getting along with others. <b>4-E-1.4.</b> - Recognize that others have needs and feelings.	Physical Development	Self-Care	1	Identifies self-care routines and scenarios
<b>4.</b> - With prompting and support, ask and answer questions about unknown words in a text. a. - With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). <b>6.</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Language & Communications	Academic Vocabulary	4	Applies understanding of cross-curricular prekindergarten level tier 2 words

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<p><b>c.</b> - Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><b>d.</b> - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>a.</b> - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	Literacy	Alliteration	1	Listens to songs and chants that have repeating initial sounds
<p><b>d.</b> - Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>a.</b> - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	Literacy	Alphabet Knowledge	2	Listens to alphabet chants and songs
<p><b>e.</b> - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	Literacy	Blending	1	Combines two words to make a compound word
<p><b>5.</b> - Identify the front cover, back cover, and title page of a book.</p>	Literacy	Concepts of Print	1	Identifies appropriate book orientation
<p><b>c.</b> - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	Language & Communications	Conventions of Language	3	Demonstrates understanding of regular plural nouns
<p><b>b.</b> - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><b>d.</b> - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	Literacy	Decoding	6	Decode CVC words with short vowel sounds
<p><b>c.</b> - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><b>4.</b> - Read emergent-reader texts with purpose and understanding.</p>	Literacy	High-Frequency Words	6	Identifies the following sight words: the, can, is, a, I, see, on, he, she, at
<p><b>a.</b> - Print many upper- and lowercase letters.</p> <p><b>c.</b> - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	Literacy	Letter Formation	3	Writes 5 uppercase letters

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<p><b>d.</b> - Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>a.</b> - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	Literacy	Letter-Sound Correspondence	4	Identifies 10 uppercase letters based on their sounds
<p><b>1.</b> - With prompting and support, ask and answer questions about key details in a text.</p> <p><b>3.</b> - With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>4.</b> - Read emergent-reader texts with purpose and understanding.</p> <p><b>2.</b> - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	Literacy	Listening Comprehension/Key Ideas and Details	5	Recalls the order of events in a story
	Language & Communications	Listening and Understanding	5	Carries out multi-step requests that relate to familiar activities or situations
<p><b>1.</b> - With prompting and support, ask and answer questions about key details in a text.</p> <p><b>7.</b> - With prompting and support, make connections between the illustrations in the story and the text.</p> <p><b>4.</b> - Read emergent-reader texts with purpose and understanding.</p>	Literacy	Reading Comprehension - Fiction	6	Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
<p><b>1.</b> - With prompting and support, ask and answer questions about key details in a text.</p> <p><b>7.</b> - With prompting and support, make connections between the illustrations and the text.</p> <p><b>4.</b> - Read emergent-reader texts with purpose and understanding.</p>	Literacy	Reading Comprehension - Non-Fiction	6	Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
<p><b>6.</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	Language & Communications	Receptive Language	1	Shows understanding of basic words
<p><b>a.</b> - Recognize and produce rhyming words.</p>	Literacy	Rhyming	1	Listens to a variety of rhymes (songs, chants, etc.)

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<p><b>b.</b> - Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>c.</b> - Understand that words are separated by spaces in print.</p>	Literacy	Segmenting	1	Identifies separate words within a sentence
<p><b>4.</b> - With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>a.</b> - With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><b>6.</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	Language & Communications	Vocabulary	1	Understands color words
<p><b>a.</b> - Print many upper- and lowercase letters.</p> <p><b>c.</b> - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	Literacy	Writing Development	1	Makes scribble marks
<p><b>K.G.A.2.</b> - Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.B.4.</b> - 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>	Mathematics	2-D Shapes	1	Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
<p><b>K.OA.A.1.</b> - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2.</b> - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.A.3.</b> - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.A.4.</b> - 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>	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><b>K.OA.A.5.</b> - Fluently add and subtract within 5.</p> <p><b>K.NBT.A.1.a.</b> - Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.NBT.A.1.b.</b> - Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).</p> <p><b>K.NBT.A.1.c.</b> - Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, <math>18 = 1 \text{ ten} + 8 \text{ ones}</math>, <math>18 = 10 + 8</math>).</p>				

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<p><b>K.MD.B.3.</b> - Classify objects into given categories based on their attributes; 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><b>K.CC.B.4.a.</b> - When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.</p> <p><b>K.CC.B.4.b.</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><b>K.CC.B.5.a.</b> - Count objects up to 20, arranged in a line, a rectangular array, or a circle.</p> <p><b>K.CC.B.5.b.</b> - Count objects up to 10 in a scattered configuration.</p> <p><b>K.CC.B.5.c.</b> - When 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><b>K.OA.A.3.</b> - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.A.4.</b> - 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><b>K.OA.A.5.</b> - Fluently add and subtract within 5.</p> <p><b>K.NBT.A.1.a.</b> - Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.NBT.A.1.b.</b> - Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).</p> <p><b>K.NBT.A.1.c.</b> - <b>Record each composition or decomposition</b> using a drawing or equation (e.g., 18 is one ten and eight ones, <math>18 = 1 \text{ ten} + 8 \text{ ones}</math>, <math>18 = 10 + 8</math>).</p>	Mathematics	Composing	6	Identifies the missing part to complete wholes up to 5

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<p><b>K.G.A.2.</b> - Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.B.4.</b> - 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><b>K.G.B.5.</b> - 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><b>K.OA.A.3.</b> - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.A.4.</b> - 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><b>K.OA.A.5.</b> - Fluently add and subtract within 5.</p> <p><b>K.NBT.A.1.a.</b> - Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.NBT.A.1.b.</b> - Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).</p> <p><b>K.NBT.A.1.c.</b> - Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, <math>18 = 1 \text{ ten} + 8 \text{ ones}</math>, <math>18 = 10 + 8</math>).</p>	Mathematics	Decomposing	6	Given the whole (up to 5), identifies two parts that can be used to create the whole
<p><b>K.MD.A.1.</b> - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.A.2.</b> - 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

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<p><b>K.CC.A.2.</b> - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.B.4.c.</b> - Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.B.5.b.</b> - Count objects up to 10 in a scattered configuration.</p> <p><b>K.CC.C.7.</b> - 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
<p><b>K.CC.A.3.</b> - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p>	Mathematics	Numeral Writing	5	Writes numerals 0 - 10
<p><b>K.CC.A.2.</b> - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.B.4.a.</b> - When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.</p> <p><b>K.CC.B.4.b.</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><b>K.CC.B.4.c.</b> - Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.B.5.a.</b> - Count objects up to 20, arranged in a line, a rectangular array, or a circle.</p> <p><b>K.CC.B.5.b.</b> - Count objects up to 10 in a scattered configuration.</p> <p><b>K.CC.B.5.c.</b> - When given a number from 1-20, count out that many objects.</p>	Mathematics	Ordinal Numbers	5	Arranges up to four objects using knowledge of ordinal positions



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	Mathematics	Patterns	5	Extends and fills in missing parts of AABBBAA, ABCABC, and ABBABB patterns
<p><b>K.CC.A.2.</b> - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.B.4.a.</b> - When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.</p> <p><b>K.CC.B.4.b.</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><b>K.CC.B.4.c.</b> - Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.B.5.a.</b> - Count objects up to 20, arranged in a line, a rectangular array, or a circle.</p> <p><b>K.CC.B.5.b.</b> - Count objects up to 10 in a scattered configuration.</p> <p><b>K.CC.B.5.c.</b> - When given a number from 1-20, count out that many objects.</p>	Mathematics	Set Counting	1	Touches one object for each number said for sets up to 5
<p><b>K.G.A.1.</b> - 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.</p>	Mathematics	Spatial Relationships	1	Follows simple directions related to position (in, on, off, over, and under)
<p><b>K.CC.A.2.</b> - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.B.4.a.</b> - When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.</p> <p><b>K.CC.B.4.b.</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>	Mathematics	Subitizing	1	Matches small sets of 1-3 objects

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<p><b>K.CC.B.4.c.</b> - Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.B.5.a.</b> - Count objects up to 20, arranged in a line, a rectangular array, or a circle.</p> <p><b>K.CC.B.5.b.</b> - Count objects up to 10 in a scattered configuration.</p> <p><b>K.CC.B.5.c.</b> - When given a number from 1-20, count out that many objects.</p>				
<p><b>K.OA.A.1.</b> - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.A.2.</b> - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.A.3.</b> - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.A.4.</b> - 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><b>K.OA.A.5.</b> - Fluently add and subtract within 5.</p> <p><b>K.NBT.A.1.a.</b> - Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.NBT.A.1.b.</b> - Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).</p> <p><b>K.NBT.A.1.c.</b> - Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, <math>18 = 1 \text{ ten} + 8 \text{ ones}</math>, <math>18 = 10 + 8</math>).</p>	Mathematics	Subtraction	1	Finds the difference by separating objects when the whole is 4 or less

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<p><b>K-PS3-1.</b> - Make observations to determine the effect of sunlight on Earth's surface.</p> <p><b>K-PS3-2.</b> - Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p> <p><b>K-ESS2-1.</b> - Use and share observations of local weather conditions to describe patterns over time.</p>	Science & Technology	Earth Science	1	Identifies materials in the environment
<p><b>K-LS1-1.</b> - Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p><b>K-ESS3-1.</b> - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	Science & Technology	Life Science	5	Identifies living things and their basic needs, and how they grow and change over time
	Science & Technology	Physical Science	5	Identifies the effects magnets have on some items (i.e. magnets attract some things, but not others)

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	Science & Technology	Simple Tools and Technology	1	Identifies simple tools in everyday life
<b>K.3.3</b> - Demonstrate geographic knowledge of places within the school and community <b>K.3.9</b> - Demonstrate spatial understanding that students are a part of (i.e., classroom, school, town/city, and state)	Social Studies	Community Awareness	1	Draws a picture of a neighborhood
<b>K.2.1</b> - Compare and contrast children and families of today with those in the past using various sources	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