



| Ohio Early Learning Standards | Ignite Learning Domains & Subdomains | Ignite Skill Descriptors |
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| CGK:MA.2.1.PK.a. - Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects. | Mathematics/Addition/Subtraction | <ol style="list-style-type: none"> 1. Finds the total by joining groups and counting all the objects in situations where the sum is 4 or less 2. 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 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 8 or less 4. Finds the total by counting on from the first addend with sums up to ten |
| LLD.2.3.PK.a. - With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. | Literacy/Rhyming | <ol style="list-style-type: none"> 1. Listens to and participates in reciting and/or repeating chants, songs, and rhymes |
| LLD.2.5.PK.d. - With modeling and support, orally blend and segment familiar compound words. | Literacy/Segmenting/Blending | <ol style="list-style-type: none"> 1. Combines two words to make a compound word 2. Adds missing word to form compound words 3. Segments compound words into two words 4. Deletes word from a compound word |
| CGK:MA.1.1.PK.d. - Demonstrate one-to-one correspondence when counting objects up to 10. CGK:MA.1.1.PK.e. - Understand that the last number spoken tells the number of objects counted. | Mathematics/Subitizing/Comparing Quantities | <ol style="list-style-type: none"> 1. Places objects into a set structure that forces one-to-one correspondence 2. Instantly recognizes collections up to 10 |
| LLD.2.4.PK.a. - Demonstrate an understanding of basic conventions of print in English and other languages. LLD.2.4.PK.b. - Orient books correctly for reading and turn pages one at a time. LLD.2.4.PK.c. - Demonstrate an understanding that print carries meaning. LLD.3.2.PK.b. - Demonstrate an understanding of the structure and function of print. | Literacy/Concepts of Print | <ol style="list-style-type: none"> 1. Identifies appropriate book orientation 2. Distinguishes print from pictures 3. Demonstrates understanding of print directionality 4. Identifies book parts and features |

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| LLD.1.2.PK.e.ii. - With modeling and support, use the conventions of standard English (Grammar): Form regular plural nouns orally by adding /s/ or /es/. | Language & Communications/ Conventions of Language | <ol style="list-style-type: none"> 1. Demonstrates understanding of regular plural nouns |
| CGK:SC.1.1.PK.h. - Identify patterns and relationships. CGK:SC.2.1.PK.a. - With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon). | Science & Technology/ Classification & Data/Life Science | <ol style="list-style-type: none"> 1. Creates varied repeating patterns 2. Fills and extends in patterns 3. Identifies materials in the environment 4. Identifies objects in the sky 5. Identifies types of weather 6. Demonstrates understanding of the importance of caring for the environment 7. Identifies actions that impact Earth and the environment positively and negatively |
| PWMD.3.5.PK.e. - With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules. PWMD.3.5.PK.c. - With modeling and support, identify the consequences of unsafe behavior. PWMD.3.5.PK.d. - With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill). PWMD.3.5.PK.e. - With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules. | Physical Development/Health & Safety | <ol style="list-style-type: none"> 1. Demonstrates understanding of personal safety practices and routines 2. Identifies ways to play safely 3. Identifies behaviors that promote health and safety 4. Applies knowledge and skills related to health promotion, disease prevention, and health maintenance 5. Identifies, avoids, and alerts others to danger |
| LLD.3.2.PK.c. - With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters. LLD.3.2.PK.d. - With modeling and support, demonstrate letter formation in "writing." | Literacy/Writing Development/ Letter Formation | <ol style="list-style-type: none"> 1. Makes scribble marks 2. Draws pictures to convey meaning 3. Writes shape-like symbols 4. Writes letter strings 5. Writes letter strings with spaces |
| LLD.2.6.PK.d. - With modeling and support, recognize the sounds associated with letters. | Literacy/Letter-Sound Correspondence | <ol style="list-style-type: none"> 1. Identifies less than 10 letters based on their sound 2. Identifies 10 uppercase letters based on their sounds 3. Identifies 15 uppercase and 10 lowercase letters based on their sounds 4. Identifies all uppercase and 20 lowercase letters based on their sounds 5. Identifies all 26 uppercase and lowercase letters based on their sounds |

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| <p>CGK:SC.1.1.PK.h. - Identify patterns and relationships.</p> <p>CGK:SC.4.1.PK.a. - With modeling and support, identify physical characteristics and simple behaviors of living things.</p> <p>CGK:SC.4.1.PK.b. - With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).</p> | Science & Technology/Life Science | <ol style="list-style-type: none"> 1. Creates varied repeating patterns 2. Fills and extends in patterns 3. Identifies living things 4. Identifies the basic needs of living things 5. Demonstrates understanding of life cycles |
| <p>LLD.2.4.PK.a. - Demonstrate an understanding of basic conventions of print in English and other languages.</p> <p>LLD.2.4.PK.c. - Demonstrate an understanding that print carries meaning.</p> | Literacy/Concepts of Print/ Listening Comprehension | <ol style="list-style-type: none"> 1. Listens to fictional texts with simple details and story elements 2. Listens to nonfiction texts with simple structures and elements 3. Distinguishes print from pictures 4. Demonstrates understanding of print directionality 5. Identifies book parts and features |
| <p>LLD.1.1.PK.c. - Follow two-step directions or requests.</p> | Language & Communications/ Listening & Understanding | <ol style="list-style-type: none"> 1. Responds to one-step requests or questions 2. Carries out a one-step request that relates to a new or an unfamiliar activity or situation 3. Follows two-step, oral directions (that relate to familiar activity or situation) 4. Carries out two-step requests that involve a new or unfamiliar activity or situation 5. Carries out multi-step requests that relate to familiar activities or situations |
| <p>CGK:MA.4.1.PK.a. - Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).</p> <p>CGK:MA.4.1.PK.b. - Order objects by measureable attribute (e.g., biggest to smallest, etc.).</p> | Mathematics/Measurement | <ol style="list-style-type: none"> 1. Orders up to 3 objects by length and height 2. Identifies the object that is longer, taller, or shorter 3. Builds towers that are either shorter or taller than an object 4. Fills in containers with objects to compare volumes 5. Orders up to 10 objects by length and height 6. Indirectly compares the length of two objects by using a third object |
| <p>CGK:MA.1.1.PK.b. - Identify and name numerals 1-9.</p> | Mathematics | <ol style="list-style-type: none"> 1. Identifies the number that comes before or after a number between 0 and 10 |
| <p>PWMD.3.3.PK.a. - Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.</p> <p>PWMD.3.3.PK.b. - Distinguish nutritious from non-nutritious foods.</p> <p>PWMD.3.4.PK.b. - Follow basic health practices.</p> | Physical Development/Self-Care/ Nutrition | <ol style="list-style-type: none"> 1. Identifies a variety of nutritious foods 2. Identifies healthy versus unhealthy foods 3. Creates a healthy breakfast menu 4. Creates healthy lunch and dinner menu 5. Creates a shopping list with healthy foods 6. Distinguishes between fruits and vegetables 7. Distinguishes between dairy, protein, and grains 8. Builds a balanced plate |

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| CGK:MA.1.1.PK.d. - Demonstrate one-to-one correspondence when counting objects up to 10. CGK:MA.1.1.PK.e. - Understand that the last number spoken tells the number of objects counted. | Mathematics/Subitizing/Set Counting | <ol style="list-style-type: none"> 1. Places objects into a set structure that forces one-to-one correspondence 2. Instantly recognizes collections up to 10 |
| CGK:SC.1.1.PK.h. - Identify patterns and relationships. CGK:SC.3.1.PK.a. - With modeling and support, explore the properties of objects and materials (e.g., solids and liquids). | Mathematics/Patterns and Science & Technology/Physical Science | <ol style="list-style-type: none"> 1. Creates simple repeating patterns 2. Creates varied repeating patterns 3. Classifies objects based on one property 4. Identifies the effects magnets have on objects 5. Classify objects based on the way they move |
| LLD.1.1.PK.a. - Demonstrate understanding of increasingly complex concepts and longer sentences. LLD.1.1.PK.b. - Ask meaning of words. LLD.1.2.PK.h. - Identify real-life connections between words and their use. (Vocabulary) | Language & Communications/ Vocabulary/Receptive Language | <ol style="list-style-type: none"> 1. Shows understanding of basic words 2. Responds to "what" questions 3. Responds to "where" questions 4. Demonstrates understanding of complex and compound sentences 5. Responds to "how" questions 6. Sorts words into categories 7. Demonstrates understanding of comparative adjectives 8. Demonstrates understanding of common antonyms |
| LLD.2.3.PK.a. - With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. LLD.2.5.PK.a. - With modeling and support, recognize and produce rhyming words. | Literacy/Rhyming | <ol style="list-style-type: none"> 1. Listens to a variety of rhymes (songs, chants, etc.) 2. Determines if two words rhyme" 3. Matches rhyming words 4. Determines which word does not rhyme |
| LLD.2.4.PK.a. - Demonstrate an understanding of basic conventions of print in English and other languages. LLD.2.4.PK.c. - Demonstrate an understanding that print carries meaning. LLD.2.5.PK.b. - With modeling and support recognize words in spoken sentences. LLD.3.2.PK.e. - With modeling and support show awareness that one letter or cluster of letters represents one word. | Literacy/Concepts of Print/ Reading | <ol style="list-style-type: none"> 1. Identifies appropriate book orientation 2. Distinguishes print from pictures 3. Demonstrates understanding of print directionality 4. Identifies book parts and features |

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| <p>PWMD.3.4.PK.a. - Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).</p> <p>PWMD.3.4.PK.b. - Follow basic health practices.</p> <p>CGK:SC.4.1.PK.c. - With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p> | Physical Development/Self-Care/ Nutrition | <ol style="list-style-type: none"> 1. Identifies self-care routines and scenarios 2. Identifies basic process for hand washing 3. Identifies the steps for brushing teeth 4. Demonstrates understanding of daily routine and self-care processes 5. Identifies the basic needs of living things |
| <p>SED.1.5.PK.a. - Show confidence in own abilities and accomplish routine and familiar tasks independently.</p> | Physical Development/Self-Care | <ol style="list-style-type: none"> 1. Identifies how self-care routines are used throughout the day |
| <p>CGK:MA.1.1.PK.c. - Identify without counting small quantities of up to 3 items. (Subitize)</p> <p>CGK:MA.1.1.PK.d. - Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>CGK:MA.1.1.PK.e. - Understand that the last number spoken tells the number of objects counted.</p> | Mathematics/Subitizing/Set Counting | <ol style="list-style-type: none"> 1. Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing) 2. Touches one object for each number said aloud 3. Instantly recognizes collections up to 5 (perceptual subitizing) |
| <p>CGK:SC.1.1.PK.g. - Use simple tools to extend investigation.</p> | Science & Technology/Simple Tools & Technology | <ol style="list-style-type: none"> 1. Identifies simple tools in everyday life 2. Demonstrates understanding of the uses of simple tools in everyday life 3. Explores simple science tools and their uses 4. Identifies simple science tools 5. Demonstrates understanding of the uses of simple science tools |
| <p>ATL.3.1.PK.b. - Use creative and flexible thinking to solve problems.</p> <p>CGK.1.3.PK.a. - Demonstrate ability to solve everyday problems based upon past experience.</p> <p>CGK.1.3.PK.b. - Solve problems by planning and carrying out a sequence of actions.</p> <p>CGK.1.3.PK.c. - Seek more than one solution to a question, problem or task.</p> <p>CGK.1.3.PK.d. - Explain reasoning for the solution selected.</p> | Social-Emotional Development/ Solving Social Problems | <ol style="list-style-type: none"> 1. Recognizes social problems 2. Identifies pro-social behaviors 3. Identifies classroom routines and procedures that prevent social problems from occurring 4. Identifies appropriate solutions for social problems involving basic emotions 5. Identifies strategies for addressing their own emotions in social problems 6. Applies strategies for solving social problems in familiar situations |
| <p>CGK:MA.5.1.PK.a. - Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.</p> | Mathematics/Spatial Relationships | <ol style="list-style-type: none"> 1. Follows simple directions related to position (in, on, off, over, and under) 2. Follows simple directions related to direction (up and down) 3. Follows simple directions related to proximity (besides, between, next to) 4. Follows simple directions related to frames of reference (behind, left, right, in front of, to the side of, above, below) 5. Appropriately responds to positional words indicating position, direction, and distance |

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| <p>CGK:MA.1.1.PK.c. - Identify without counting small quantities of up to 3 items. (Subitize)</p> <p>CGK:MA.1.1.PK.d. - Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>CGK:MA.1.1.PK.e. - Understand that the last number spoken tells the number of objects counted.</p> | Mathematics/Subitizing/Set Counting | <ol style="list-style-type: none"> 1. Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing) 2. Touches one object for each number said aloud 3. Instantly recognizes collections up to 5 (perceptual subitizing) |
| <p>CGK:MA.2.1.PK.a. - Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.</p> | Mathematics/Addition/Subtraction | <ol style="list-style-type: none"> 1. 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 2. 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 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 8 or less 4. Finds the total by counting on from the first addend with sums up to ten |
| <p>LLD.1.2.PK.i. - With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)</p> | Language & Communications/Academic Vocabulary/Vocabulary | <ol style="list-style-type: none"> 1. Sorts words into categories 2. Demonstrates understanding of comparative adjectives 3. Demonstrates understanding of common antonyms 4. Demonstrates understanding of regular plural nouns 5. Demonstrates understanding of simple past, progressive present, and simple future verb tenses. |
| <p>LLD.3.2.PK.b. - Demonstrate an understanding of the structure and function of print.</p> | Literacy/Concepts of Print | <ol style="list-style-type: none"> 1. Identifies book parts and features 2. Distinguishes letters from words 3. Distinguishes between uppercase and lowercase letters 4. Tracks written text along with spoken text |