Ohio Standards by Grade Level: Kindergarten	Ignite Learning Domains and Subdomains	Ignite Skill Descriptors
5.A:1. - Respond positively to reminders of appropriate safety procedures. **5.A:2.** - Follow directions and handle equipment safely. **5.A:3.** - Work independently and safely in self and shared space. **5.A:4.** - Explain rules related to safety and activity-specific procedures.	Physical Development/Health & Safety/Self-Care	1. Identifies behaviors that promote health and safety 2. Demonstrates understanding of personal safety practices and routines 3. Identifies ways to play safely 4. Identifies self-care routines and scenarios
4. - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text. **3.** - Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **RI.K.4.** - With prompting and support, ask and answer questions about unknown words in a text. **L.K.4.a.** - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). **L.K.6.** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Language & Communication/Receptive Language/Academic Vocabulary/Vocabulary	1. Demonstrates understanding of comparative adjectives 2. Demonstrates understanding of common antonyms 3. Demonstrates understanding of cross-curricular words 4. Demonstrates understanding of basic multiple meaning words 5. Makes connections between shades of verbs and adjectives 6. Uses sentence-level context as a clue to the meaning of a word or phrase 7. Demonstrates understanding of complex and compound sentences 8. Responds to "how" questions 9. Applies understanding of cross-curricular prekindergarten level tier 2 words 10. Applies understanding of some cross-curricular kindergarten level tier 2 words 11. Demonstrates understanding of regular plural nouns 12. Demonstrates understanding of simple past, progressive present, and simple future verb tenses. 13. Demonstrates understanding of question words (who, what, where, when, why, how) 14. Demonstrates understanding of prepositions within sentences 15. Demonstrates understanding of irregular plural nouns 16. Demonstrates understanding of matching verbs to singular and plural nouns in basic sentences
RF.K.2.c. - Blend and segment onsets and rimes of single-syllable spoken words. **RF.K.2.d.** - Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	Literacy/Alliteration/Decoding/Blending/Segmenting	1. Decode CVC words with short vowel sounds 2. Decode CCVC words with consonant diagraphs 3. Decodes CVCe words with long vowel sounds 4. Isolates the onset in words 5. Sorts words by onset 6. Sorts words with initial diagraphs by onset

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RF.K.3.d. - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Physical Development/Health & Safety/Self-Care	7. Blend phonemes to form simple words quickly 8. Blends phonemes to form one-syllable word with consonant digraphs 9. Blends phonemes to form one-syllable words with consonant blends 10. Isolates final sounds in CVC words 11. Isolates medial vowel sounds in CVC words (short vowels only) 12. Identifies consonants that are combined to form a consonant blend
RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. **RF.K.3.a.** - Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Literacy/Letter-Sound Correspondence/Decoding	1. Identifies all uppercase and 20 lowercase letters based on their sounds 2. Identifies all 26 uppercase and lowercase letters based on their sounds 3. Identifies vowels based on long vowel sounds
RF.K.2.e. - Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.	Literacy/Blending/Segmenting	1. Blend phonemes to form simple words quickly 2. Blends phonemes to form one-syllable word with consonant digraphs 3. Blends phonemes to form one-syllable words with consonant blends 4. Isolates final sounds in CVC words 5. Isolates medial vowel sounds in CVC words (short vowels only)
RI.K.5. - Identify the front cover, back cover, and title page of a book.	Literacy/Concepts of Print	1. Identifies appropriate book orientation 2. Distinguishes print from pictures 3. Demonstrates understanding of print directionality 4. Identifies book parts and features
1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.K.1.c.** - Form regular plural nouns orally by adding/s/ or /es/ (e.g., dog, dogs; wish, wishes).	Language & Communication/ Conventions of Language	1. Demonstrates understanding of regular plural nouns 2. Demonstrates understanding of simple past, progressive present, and simple future verb tenses
RF.K.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **RF.K.3.d.** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **L.K.2.c.** - Write a letter or letters for most consonant and short-vowel phonemes (sounds).	Literacy/Blending/Writing Development	1. Blends onsets and rimes to make one-syllable words 2. Blends phonemes to form simple words 3. Blend phonemes to form simple words quickly 4. Blends phonemes to form one-syllable word with consonant digraphs 5. Blends phonemes to form one-syllable words with consonant blends 6. Labels picture with at least the initial sound 7. Uses invented or phonetic spelling

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RF.K.3.c. - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). **RF.K.4.** - Read emergent-reader texts with purpose and understanding.	Literacy/High-Frequency Words	1. Identifies the following sight words: the, can, is, a, I, see, on, he, she, at 2. Identifies the following sight words: to, in, you, it, was, that, his, and, for, are 3. Identifies the following sight words: of, with, they, be, this, have, from, we, look, my
L.K.1.a. - Print many upper- and lowercase letters.	Literacy/Writing Development/ Letter Formation	1. Writes 5 uppercase letters 2. Writes 10 uppercase letters 3. Writes 15 uppercase letters 4. Writes all uppercase letters 5. Writes 15 lowercase letters 6. Writes all lowercase letters
RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. **RF.K.3.a.** - Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Literacy/Alphabet Knowledge/ Letter-Sound Correspondence	1. Identifies 15 uppercase and 10 lowercase letters based on their sounds 2. Identifies all uppercase and 20 lowercase letters based on their sounds 3. Identifies all 26 uppercase and lowercase letters based on their sounds 4. Identifies vowels based on long vowel sounds 5. Recognizes 26 uppercase and 20 lowercase letters 6. Identifies all 26 uppercase and lowercase letters 7. Rapidly identifies all 26 uppercase and lowercase letters
7. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **10.** Read, comprehend, and respond to complex literary and informational texts independently and proficiently. **2.** - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **RL.K.1.** - With prompting and support, ask and answer questions about key details in a text. **RL.K.3.** - With prompting and support, identify characters, settings, and major events in a story. **RF.K.4.** - Read emergent-reader texts with purpose and understanding. **SL.K.2.** - Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	Literacy/Comprehension- Non-Fiction and Fiction	1. Interacts during a read-aloud with call and response or movements 2. Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations 3. Recalls order of events after reading a text 4. Makes simple prediction and inferences about a text 5. Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations 6. Demonstrates understanding of content specific vocabulary used in a text 7. Recalls order of procedures after reading a procedural text

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7. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **10.** - Read, comprehend, and respond to complex literary and informational texts independently and proficiently. **2.** - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **RL.K.1.** - With prompting and support, ask and answer questions about key details in a text. **RL.K.7.** - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **RF.K.4.** - Read emergent-reader texts with purpose and understanding. **W.K.1.** - Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).	Literacy/Listening Comprehension/Key Ideas & Details	1. Listens to fictional texts with simple details and story elements 2. Listens to nonfiction texts with simple structures and elements 3. Identifies the main character(s) in a story 4. Recalls key details from a story 5. Recalls the order of events in a story 6. Recalls several facts from expository text 7. Makes text to text connections 8. Draws picture to summarize text and labels key details
7. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **10.** - Read, comprehend, and respond to complex literary and informational texts independently and proficiently. **2.** - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **RI.K.1.** - With prompting and support, ask and answer questions about key details in a text. **RI.K.7.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **RF.K.4.** - Read emergent-reader texts with purpose and understanding. **W.K.1.** - Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).	Literacy/Listening Comprehension/Key Ideas & Details	1. Listens to fictional texts with simple details and story elements 2. Listens to nonfiction texts with simple structures and elements 3. Identifies the main character(s) in a story 4. Recalls key details from a story 5. Recalls the order of events in a story 6. Recalls several facts from expository text 7. Makes text to text connections 8. Draws picture to summarize text and labels key details

Ohio Standards by Grade Level: Kindergarten	Ignite Learning Domains and Subdomains	Ignite Skill Descriptors
3. - Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **6.** - Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. **L.K.6.** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Language & Communication/ Academic Vocabulary/ Vocabulary/Conventions of Language	1. Uses sentence-level context as a clue to the meaning of a word or phrase 2. Applies understanding of some cross-curricular kindergarten level tier 2 words 3. Applies understanding of more cross-curricular kindergarten level tier 2 words 4. Applies understanding of a range of cross-curricular kindergarten level tier 2 words 5. Applies understanding of some cross-curricular 1st grade level 2 tiers words 6. Demonstrates understanding of regular plural nouns 7. Demonstrates understanding of simple past, progressive present, and simple future verb tenses 8. Demonstrates understanding of question words (who, what, where, when, why, how) 9. Demonstrates understanding of prepositions within sentences 10. Demonstrates understanding of irregular plural nouns 11. Demonstrates understanding of matching verbs to singular and plural nouns in basic sentences
RF.K.2.a. - Recognize and produce rhyming words.	Literacy/Rhyming	1. Determines if two words rhyme 2. Matches rhyming words 3. Determines which word does not rhyme 4. Sorts words by rhyme 5. Fills in rhyming words
RF.K.1.b. - Recognize that spoken words are represented in written language by specific sequences of letters. **RF.K.1.c.** - Understand that words are separated by spaces in print.	Literacy/High-Frequency Words and Language & Communication/Concepts of Print	1. Tracks written text along with spoken text 2. Identifies the following sight words: the, can, is, a, I, see, on, he, she, at 3. Identifies the following sight words: to, in, you, it, was, that, his, and, for, are 4. Identifies the following sight words: of, with, they, be, this, have, from, we, look, my
4. - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text. **3.** - Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **RI.K.4.** - With prompting and support, ask and answer questions about unknown words in a text. **L.K.4.a.** - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). **L.K.6.** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Literacy/Comprehension- Non-Fiction and Fiction	1. Interacts during a read-aloud with call and response or movements 2. Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations 3. Demonstrates understanding of content specific vocabulary used in a text 4. Makes simple prediction and inferences about a text

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L.K.1.a. - Print many upper- and lowercase letters.	Literacy/Letter Formation	1. Writes 5 uppercase letters 2. Writes 10 uppercase letters 3. Writes 15 uppercase letters 4. Writes all uppercase letters 5. Writes 15 lowercase letters 6. Writes all lowercase letters
K.G.2. - Correctly name shapes regardless of their orientations or overall size. **K.G.4.** - Describe and compare two- or three-dimensional shapes, in different sizes and orientations, using informal language to describe their commonalities, differences, parts, and other attributes.	Mathematics/Geometry/2-D Shapes & 3-D Shapes	1. Given a 3-D shape, identifies an object in the environment with that shape 2. Distinguishes between 2-D and 3-D shapes 3. Given the name of a 3-D shape, identifies a model of the shape 4. Describes attributes of basic 3-dimensional shapes 5. Compares basic 3-D shapes 6. Draws basic 2-dimensional shapes 7. Composes simple shapes to form larger shapes 8. Partition shapes into simple shapes
K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) **K.OA.2.** - Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or drawings to represent the problem. **K.OA.3.** - Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations. **K.OA.4.** - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or, when appropriate, an equation. **K.OA.5.** - Fluently add and subtract within 5. **K.NBT.1**. - Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Mathematics/Addition & Subtraction	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 8 or less 3. Finds the total by counting on from the first addend with sums up to ten 4. Given a set of objects, adds on to the set to make a given total 5. Determines the missing addend by adding on objects 6. Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less 7. Given a set of objects, takes away from the set to make a given total 8. Determines how many were taken away when given the starting total and the ending total 9. Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less

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K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The number of objects in each category should be less than or equal to ten. Counting and sorting coins should be limited to pennies.	Mathematics/Composing/ Decomposing	1. Identifies the missing part to complete wholes up to 10 2. Uses understanding of place value to compose numbers between 11-20 3. Given the whole (up to 5), identifies two parts that can be used to create the whole 4. Given the whole (up to 10), identifies two parts that can be used to create the whole 5. Uses understanding of place value to decompose numbers between 11-20
K.CC.4.a. - When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **K.CC.4.b.** - Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.CC.5.** - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Mathematics/Comparing Quantities/Decomposing/ Composing/Set Counting	1. Counts sets of up to 20 objects to compare when objects are the same size 2. Generates sets that are greater or less than a given number up to 20 3. Identifies the missing part to complete wholes up to 5 4. Identifies the missing part to complete wholes up to 10 5. Uses understanding of place value to compose numbers between 11-20 6. Given the whole (up to 5), identifies two parts that can be used to create the whole 7. Given the whole (up to 10), identifies two parts that can be used to create the whole 8. Uses understanding of place value to decompose numbers between 11-20 9. Counts sets of up to 20 objects 10. Produces sets of up to 20 objects 11. Counts sets of up to 30 objects
K.OA.3. - Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations. **K.OA.4.** - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or, when appropriate, an equation. **K.OA.5.** - Fluently add and subtract within 5. **K.NBT.1.** - Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Mathematics/Subtraction/ Decomposing	1. Given the whole (up to 5), identifies two parts that can be used to create the whole 2. Given the whole (up to 10), identifies two parts that can be used to create the whole 3. Uses understanding of place value to decompose numbers between 11-20 4. Given a set of objects, takes away from the set to make a given total 5. Determines how many were taken away when given the starting total and the ending total 6. Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less

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K.G.2. - Correctly name shapes regardless of their orientations or overall size. **K.G.4.** - Describe and compare two- or three-dimensional shapes, in different sizes and orientations, using informal language to describe their commonalities, differences, parts, and other attributes. **K.G.5.** - Model shapes in the world by building shapes from components, e.g., sticks and clay balls, and drawing shapes.	Mathematics/Geometry/2-D Shapes & 3-D Shapes	1. Given a 3-D shape, identifies an object in the environment with that shape 2. Distinguishes between 2-D and 3-D shapes 3. Given the name of a 3-D shape, identifies a model of the shape 4. Describes attributes of basic 3-dimensional shapes 5. Compares basic 3-D shapes 6. Draws basic 2-dimensional shapes 7. Composes simple shapes to form larger shapes 8. Partition shapes into simple shapes
K.OA.3. - Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations. **K.OA.4.** - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or, when appropriate, an equation. **K.OA.5.** - Fluently add and subtract within 5. **K.NBT.1.** - Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Mathematics/Comparing Quantities/Decomposing/Composing/Set Counting	1. Counts sets of up to 20 objects to compare when objects are the same size 2. Generates sets that are greater or less than a given number up to 20 3. Identifies the missing part to complete wholes up to 5 4. Identifies the missing part to complete wholes up to 10 5. Uses understanding of place value to compose numbers between 11-20 6. Given the whole (up to 5), identifies two parts that can be used to create the whole 7. Given the whole (up to 10), identifies two parts that can be used to create the whole 8. Uses understanding of place value to decompose numbers between 11-20 9. Counts sets of up to 20 objects 10. Produces sets of up to 20 objects 11. Counts sets of up to 30 objects
K.MD.1. - Identify and describe measurable attributes (length, weight, and height) of a single object using vocabulary terms such as long/short, heavy/light, or tall/short. **K.MD.2.** - Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference. For example, directly compare the heights of two children, and describe one child as taller/shorter.	Mathematics/Measurement	1. Identifies the object that is longer, taller, or shorter 2. Builds towers that are either shorter or taller than an object 3. Fills in containers with objects to compare volumes 4. Orders up to 10 objects by length and height 5. Indirectly compares the length of two objects by using a third object 6. Uses a nonstandard unit of measurement to measure and compare objects 7. Uses standard measurement tools to compare two objects
K.CC.2. - Count forward within 100 beginning from any given number other than 1. **K.CC.4.c.** - Understand that each successive number name refers to a quantity that is one larger. **K.CC.7.** - Compare (without using inequality symbols) two numbers between 0 and 10 when presented as written numerals.	Mathematics/Number Sequencing/Set Counting	1. Recognizes 11-20 2. Names the number that comes before or after 11-20 3. Counts sets of up to 20 objects 4. Produces sets of up to 20 objects 5. Counts sets of up to 30 objects

Ohio Standards by Grade Level: Kindergarten	Ignite Learning Domains and Subdomains	Ignite Skill Descriptors
K.CC.3. - Write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Mathematics/Set Counting/ Subitizing	1. Determines "how many" more are in the larger set when provided sets with up to 10 2. Counts sets of up to 20 objects to compare when objects are the same size 3. Generates sets that are greater or less than a given number up to 20
K.CC.2. - Count forward within 100 beginning from any given number other than 1. **K.CC.4.a.** - When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **K.CC.4.b.** - Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.CC.4.c.** - Understand that each successive number name refers to a quantity that is one larger. **K.CC.5.** - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Mathematics/Set Counting/ Addition/Comparing Quantities	1. Counts sets of up to 20 objects 2. Produces sets of up to 20 objects 3. Counts sets of up to 30 objects 4. Counts sets of up to 20 objects to compare when objects are the same size 5. Generates sets that are greater or less than a given number up to 20 6. Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less 7. Given a set of objects, takes away from the set to make a given total 8. Determines how many were taken away when given the starting total and the ending total 9. Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less
K.CC.2. - Count forward within 100 beginning from any given number other than 1. **K.CC.4.a.** - When counting objects, establish a one-to-one relationship by saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **K.CC.4.b.** - Understand that the last number name said tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. **K.CC.4.c.** - Understand that each successive number name refers to a quantity that is one larger. **K.CC.5.** - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Mathematics/Set Counting/ Addition/Comparing Quantities	1. Counts sets of up to 20 objects 2. Produces sets of up to 20 objects 3. Counts sets of up to 30 objects 4. Counts sets of up to 20 objects to compare when objects are the same size 5. Generates sets that are greater or less than a given number up to 20 6. Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less 7. Given a set of objects, takes away from the set to make a given total 8. Determines how many were taken away when given the starting total and the ending total 9. Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less

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K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds such as claps, acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) **K.OA.2.** - Solve addition and subtraction problems (written or oral), and add and subtract within 10 by using objects or drawings to represent the problem. **K.OA.3.** - Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations. **K.OA.4.** - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or, when appropriate, an equation. **K.OA.5.** - Fluently add and subtract within 5. **K.NBT.1.** - Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Mathematics/Addition & Subtraction	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 8 or less 3. Finds the total by counting on from the first addend with sums up to ten 4. Given a set of objects, adds on to the set to make a given total 5. Determines the missing addend by adding on objects 6. Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less 7. Given a set of objects, takes away from the set to make a given total 8. Determines how many were taken away when given the starting total and the ending total 9. Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less
K-2.ST.1.b. - Identify positive and negative impacts your use of technology can have on you and your family. **K-2.ST.3.a.** - State the advantages/disadvantages of technology in your life. **K-2.ST.3.c.** - Identify how the use of technology affects self and others in various ways. **K-2.DT.1.b.** - Describe technology as something someone made to meet a want or need. **IC.Cu.K.a.** - With guidance and support, identify technologies that impact one's own everyday life. **IC.Cu.K.b.** - With guidance and support, recognize different ways computing devices are used regularly to understand technology's impact on one's own daily life.	Science & Technology/ Earth Science/Simple Tools & Technology	1. Demonstrates understanding of the importance of caring for the environment 2. Identifies actions that impact Earth and the environment positively and negatively 3. Identifies simple tools in everyday life 4. Demonstrates understanding of the uses of simple tools in everyday life 5. Explores simple science tools and their uses 6. Identifies simple science tools 7. Demonstrates understanding of the uses of simple science tools 8. Identifies awareness that tools can used effectively or ineffectively 9. Identifies ways that technology can be used for learning, investigating, and exploring 10. Demonstrates understanding of ways that digital tools can be used to solve problems, design solutions, or create something new

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5. - Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.	Social Studies/Community Awareness	1. Draws a picture of a neighborhood 2. Identifies characteristics of a neighborhood 3. Shows understanding of how places and things within a neighborhood are commonly utilized 4. Demonstrates understanding of physical features of neighborhoods/ communities
8. - Individuals are unique but share common characteristics of multiple groups.	Social Studies/Self-Identity/ Community Awareness	1. Demonstrates understanding of how people in a society help one another 2. Identifies similarities and differences in homes, family structures, and roles in the community 3. Identifies similarities and differences in the way's groups, societies, and cultures address similar needs and concerns
A1.1.a - Identify basic personal emotions **A1.2.a** - Recognize emotions as natural and important **A1.4.a** - Recognize that current events can impact emotions **B1.2.a** - Describe verbal and nonverbal ways to express emotions in different settings **C1.1.a** - Identify facial and body cues representing feelings in others	Social-Emotional Development/ Identifying Emotions/Responding to Emotions/Self-Management	1. Identifies basic emotions (happy, sad, angry/mad, and scared) 2. Demonstrates causes of basic emotions 3. Identifies more complex emotions (calm, surprised, embarrassed, and disappointed) 4. Demonstrates causes of more complex emotions 5. Identifies a variety of facial expressions as they relate to basic emotions 6. Connects basic emotions to a variety of facial expressions and body language cues 7. Identifies a variety of facial expressions as they relate to more complex emotions 8. Connects more complex emotions to a variety of facial features and body language cues 9. Engages in breathing exercises to learn to calm self 10. Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad) 11. Identifies appropriate ways to manage basic negative emotions (scared, mad, sad) 12. Identifies appropriate ways to respond to basic positive emotions (happy) 13. Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised) 14. Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised) 15. Identifies appropriate ways to respond to more complex positive emotions (calm, surprised) 16. Recognizes that others may have a different emotional response than their own

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A1.1.a - Identify basic personal emotions **A1.2.a** - Recognize emotions as natural and important **A1.3.a** - Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult **A1.4.a** - Recognize that current events can impact emotions **B1.2.a** - Describe verbal and nonverbal ways to express emotions in different settings **B1.3.a** - Identify and begin to use strategies to regulate emotions and manage behaviors **C1.1.a** - Identify facial and body cues representing feelings in others	Social-Emotional Development/ Identifying Emotions/Responding to Emotions/Self-Management	1. Explores using trial and error to complete an activity 2. Explores various materials to accomplish a goal 3. Explores simple observations to make a prediction 4. Uses persistence to engage in a challenging activity and asks for help when needed 5. Uses persistence to complete an activity with unknown challenges 6. Uses trial and error to solve a problem 7. Uses problem-solving to create an activity using cause & 8. Connects basic emotions to a variety of facial expressions and body language cues 8. Identifies a variety of facial expressions as they relate to more complex emotions 9. Connects more complex emotions to a variety of facial features and body language cues 10. Engages in breathing exercises to learn to calm self 11. Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad) 12. Identifies appropriate ways to manage basic negative emotions (scared, mad, sad) 13. Identifies appropriate ways to respond to basic positive emotions (happy) 14. Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised) 15. Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised) 16. Identifies appropriate ways to respond to more complex positive emotions (calm, surprised) 17. Recognizes that others may have a different emotional response than their own
C4.1.a - Recognize social cues in different settings **D1.1.a** - Identify and engage in positive communication skills **D1.3.a** - Develop an awareness that people communicate through social and digital media **D3.2.a** - Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems **E1.1.a** - Identify a problem or needed decision and recognize that there may be multiple responses **E1.2.a** - Identify strategies to solve a problem	Social-Emotional Development/ Solving Social Problems	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 7. Identifies appropriate solutions for social problems involving more complex emotions 8. Applies strategies for solving social problems in new situations