HEAD START EARLY LEARNING OUTCOMES FRAMEWORK AND IGNITE BY HATCH™ ALIGNMENT

Head Start Domains	Head Start Subdomains	Head Start Goals	Ignite™ Skill Descriptors
Approaches to Learning	Emotional and Behavioral Self-Regulation	Goal P-ATL 1. Child manages emotions with increasing independence.	Social–Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
			Social–Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
			Social–Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
			Social–Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
			Social–Emotional Development/Identifying Emotions/Level 6: Connects basic emotions to a variety of facial expressions and body language cues
			Social–Emotional Development/Identifying Emotions/Level 7: Identifies a variety of facial expressions as they relate to more complex emotions
			Social–Emotional Development/Identifying Emotions/Level 8: Connects more complex emotions to a variety of facial features and body language cues
		Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	Physical Development/Health and Safety/Level 1: Demonstrates an understanding of personal safety practices and routines
			Physical Development/Health and Safety/Level 2: Identifies ways to play safely
			Physical Development/Health and Safety/Level 3: Identifies behaviors that promote health and safety
		Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	Physical Development/Health and Safety/Level 1: Demonstrates an understanding of personal safety practices and routines
			Physical Development/Health and Safety/Level 2: Identifies ways to play safely
		Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	Social–Emotional Development/Responds to Emotions/Level 1: Engages in breathing exercises to learn to calm self
			Social–Emotional Development/Responds to Emotions/Level 6: Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised)

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Approaches to Learning	Cognitive Self-Regulation (Executive Functioning)		Social–Emotional Development/Responds to Emotions/Level 7: Identifies appropriate ways to respond to more complex positive emotions (calm, surprised)
		Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	Social–Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
			Social–Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
			Social–Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
			Social–Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
			Social–Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
			Social–Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
			Social–Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause and effect
		Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	Social–Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
			Social–Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
			Social–Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
			Social–Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
			Social–Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
			Social–Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
			Social–Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause and effect

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Approaches to Learning		Goal P-ATL 7. Child persists in tasks.	Social–Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
			Social–Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
			Social–Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause and effect
		Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	Attends to multiple details in directions
			Carries out multistep directions with multiple details
			Social–Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
			Social–Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	Social–Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
			Social–Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
	Initiative and Curiosity	Goal P-ATL 10. Child demonstrates initiative and independence.	Social–Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	Social Studies/Community Awareness/Level 1: Draws a picture of a neighborhood
			Social Studies/Community Awareness/Level 2: Identifies characteristics of a neighborhood
			Social Studies/Community Awareness/Level 3: Shows an understanding of how places and things within a neighborhood are commonly utilized
			Social Studies/Community Awareness/Level 4: Demonstrates an understanding of physical features of neighborhoods/communities
			Social Studies/Community Awareness/Level 5: Identify community helpers (within a community/neighborhood)
			Social Studies/Community Awareness/Level 6: Explores ways to help community helpers do their work within the community
			Social Studies/Community Awareness/Level 7: Explores ways to build community relationships

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Approaches to Learning			Social Studies/Community Awareness/Level 8: Explores ways to help those in need
			Language & Communication/Receptive Language/Receptive Language/Level 2: Responds to "what" questions
			Language & Communication/Receptive Language/Receptive Language/Level 3: Responds to "where" questions
			Language & Communication/Receptive Language/Receptive Language/Level 5: Responds to "how" questions
	Creativity	Goal P-ATL 12. Child expresses creativity in thinking and communication.	Language & Communication/Receptive Language/Receptive Language/Level 2: Responds to "what" questions
			Language & Communication/Receptive Language/Receptive Language/Level 3: Responds to "where" questions
			Language & Communication/Receptive Language/Receptive Language/Level 5: Responds to "how" questions
			Language & Communication/Listening and Understanding/Listening and Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
	Relationships With Other Children	Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	Social–Emotional Development/Solving Social Problems/Level 1: Recognizes social problems
			Social–Emotional Development/Solving Social Problems/Level 2: Identifies prosocial behaviors
			Social–Emotional Development/Solving Social Problems/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
			Social–Emotional Development/Solving Social Problems/Level 4: Identifies appropriate solutions for social problems involving basic emotions
			Social–Emotional Development/Solving Social Problems/Level 5: Identifies strategies for addressing own emotions in social problems
			Social–Emotional Development/Solving Social Problems/Level 6: Applies strategies for solving social problems in familiar situations
			Social–Emotional Development/Solving Social Problems/Level 7: Identifies appropriate solutions for social problems involving more complex emotions
			Social–Emotional Development/Solving Social Problems/Level 8: Applies strategies for solving social problems in new situations

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	Emotional Functioning	Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	Social–Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
			Social–Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
			Social–Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
			Social–Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
			Social–Emotional Development/Identifying Emotions/Level 6: Connects basic emotions to a variety of facial expressions and body language cues
			Social–Emotional Development/Identifying Emotions/Level 7: Identifies a variety of facial expressions as they relate to more complex emotions
			Social–Emotional Development/Identifying Emotions/Level 8: Connects more complex emotions to a variety of facial features and body language cues
			Social–Emotional Development/Responds to Emotions/Level 1: Engages in breathing exercises to learn to calm self
			Social–Emotional Development/Responds to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
			Social–Emotional Development/Responds to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
			Social–Emotional Development/Responds to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
			Social–Emotional Development/Responds to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
			Social–Emotional Development/Responds to Emotions/Level 6: Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised)
			Social–Emotional Development/Responds to Emotions/Level 7: Identifies appropriate ways to respond to more complex positive emotions (calm, surprised)
			Social–Emotional Development/Responds to Emotions/Level 8: Recognizes that others may have a different emotional response than their own

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		Goal P-SE 7. Child expresses care and concern toward others.	Social–Emotional Development/Solving Social Problems/Level 1: Recognizes social problems
			Social–Emotional Development/Solving Social Problems/Level 2: Identifies prosocial behaviors
			Social–Emotional Development/Solving Social Problems/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
			Social–Emotional Development/Solving Social Problems/Level 4: Identifies appropriate solutions for social problems involving basic emotions
			Social–Emotional Development/Solving Social Problems/Level 5: Identifies strategies for addressing own emotions in social problems
			Social–Emotional Development/Solving Social Problems/Level 6: Applies strategies for solving social problems in familiar situations
			Social–Emotional Development/Solving Social Problems/Level 7: Identifies appropriate solutions for social problems involving more complex emotions
			Social–Emotional Development/Solving Social Problems/Level 8: Applies strategies for solving social problems in new situations
		Goal P-SE 8. Child manages emotions with increasing independence.	Social–Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
			Social–Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
			Social–Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
			Social–Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
			Social–Emotional Development/Identifying Emotions/Level 6: Connects basic emotions to a variety of facial expressions and body language cues
			Social–Emotional Development/Identifying Emotions/Level 7: Identifies a variety of facial expressions as they relate to more complex emotions
			Social–Emotional Development/Identifying Emotions/Level 8: Connects more complex emotions to a variety of facial features and body language cues

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	Sense of Identity and Belonging	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	Social Studies/Self-Identity/Level 1: Draws a self-portrait
			Social Studies/Self-Identity/Level 2: Draws a picture of their home
			Social Studies/Self-Identity/Level 3: Draws a picture that resembles their family
			Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to themselves
			Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included
			Social Studies/Self-Identity/Level 6: Draws a picture resembling their family, including interests or traditions of the family
			Social Studies/Self-Identity/Level 7: Draws a picture of their home that includes family-specific details
			Social Studies/Self-Identity/Level 8: Draws a picture of themselves engaged in an activity, tradition, sport, or hobby
			Social Studies/Self-Identity/Self-Identity/Level 8B: Draws two pictures of themselves to show how they have changed over time
		Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	Social Studies/Self-Identity/Level 1: Draws a self-portrait
			Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to themselves
			Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included
			Social Studies/Self-Identity/Level 8: Draws a picture of themselves engaged in an activity, tradition, sport, or hobby
			Social Studies/Self-Identity/Self-Identity/Level 8B: Draws two pictures of themselves to show how they have changed over time
		Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	Social Studies/Self-Identity/Level 3: Draws a picture that resembles their family
			Social Studies/Self-Identity/Level 6: Draws a picture resembling their family, including interests or traditions of the family
			Social Studies/Self-Identity/Level 7: Draws a picture of their home that includes family-specific details

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Language and Communication	Attending and Understanding	Goal P-LC 1. Child attends to communication and language from others.	Responds to one-step requests or questions
			Carries out a one-step request that relates to a new or an unfamiliar activity or situation
			Follows two-step, oral directions that relate to familiar activity or situation
			Carries out two-step requests that involve a new or unfamiliar activity or situation
			Carries out multistep requests that relate to familiar activities or situations
			Attends to multiple details in directions
			Carries out multistep directions with multiple details
			Carries out multistep directions with multiple details that involve a new or an unfamiliar activity or situation
		Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	Responds to "what" questions
			Responds to "where" questions
			Responds to "how" questions
	Vocabulary	Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	Language & Communication/Vocabulary/Vocabulary/Level 1: Understands color words
			Language & Communication/Vocabulary/Vocabulary/Level 2: Sorts words into categories
			Language & Communication/Vocabulary/Vocabulary/Level 3: Demonstrates an understanding of comparative adjectives
			Language & Communication/Vocabulary/Vocabulary/Level 4: Demonstrates an understanding of common antonyms
			Language & Communication/Vocabulary/Vocabulary/Level 5: Demonstrates an understanding of cross-curricular words
			Language & Communication/Vocabulary/Vocabulary/Level 6: Demonstrates an understanding of basic multiple-meaning words
			Language & Communication/Vocabulary/Vocabulary/Level 7: Makes connections between shades of verbs and adjectives

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Language and Communication			Language & Communication/Vocabulary/Vocabulary/Level 8: Uses sentence-level context as a clue to the meaning of a word or phrase
			Language & Communication/Vocabulary/Vocabulary/Level 8B: Identifies real-life connections between words and their uses
		Goal P-LC 7. Child shows understanding of word categories and relationships among words.	Language & Communication/Vocabulary/Vocabulary/Level 2: Sorts words into categories
			Language & Communication/Vocabulary/Vocabulary/Level 3: Demonstrates an understanding of comparative adjectives
			Language & Communication/Vocabulary/Vocabulary/Level 4: Demonstrates an understanding of common antonyms
			Language & Communication/Vocabulary/Vocabulary/Level 6: Demonstrates an understanding of basic multiple-meaning words
			Language & Communication/Vocabulary/Vocabulary/Level 7: Makes connections between shades of verbs and adjectives
			Language & Communication/Vocabulary/Vocabulary/Level 8B: Identifies real-life connections between words and their uses
Literacy	Phonological Awareness	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	Literacy/Phonological Awareness/Blending/Level 1: Combines two words to make a compound word
			Literacy/Phonological Awareness/Blending/Level 2: Adds a missing word to form a compound word
			Literacy/Phonological Awareness/Blending/Level 3: Combines syllables to form words
			LLiteracy/Phonological Awareness/Blending/Level 4: Blends onsets and rimes to make one-syllable words
			Literacy/Phonological Awareness/Blending/Level 5: Blends phonemes to form simple words
			Literacy/Phonological Awareness/Blending/Level 6: Blends phonemes to form simple words quickly
			Literacy/Phonological Awareness/Blending/Level 7: Blends phonemes to form a one-syllable word with consonant digraphs

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Literacy			Literacy/Phonological Awareness/Blending/Level 8: Blends phonemes to form one-syllable words with consonant blends
			Literacy/Phonological Awareness/Segmenting/Level 1: Identifies separate words within a sentence
			Literacy/Phonological Awareness/Segmenting/Level 2: Segments compound words into two words
			Literacy/Phonological Awareness/Segmenting/Level 3: Deletes a word from a compound word
			Literacy/Phonological Awareness/Segmenting/Level 4: Segments words into syllables
			Literacy/Phonological Awareness/Segmenting/Level 5: Explores segmenting simple words into individual phonemes
			Literacy/Phonological Awareness/Segmenting/Level 6: Isolates final sounds in CVC words
			Literacy/Phonological Awareness/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)
			Literacy/Phonological Awareness/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend
		Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	Literacy/Reading/Concepts of Print/Level 1: Identifies appropriate book orientation
			Literacy/Reading/Concepts of Print/Level 2: Distinguishes print from pictures
			Literacy/Reading/Concepts of Print/Level 3: Demonstrates an understanding of print directionality
			Literacy/Reading/Concepts of Print/Level 4: Identifies book parts and features
			Literacy/Reading/Concepts of Print/Level 5: Distinguishes letters from words
			Literacy/Reading/Concepts of Print/Level 6: Distinguishes between uppercase and lowercase letters
			Literacy/Reading/Concepts of Print/Level 7: Tracks written text along with spoken text
			Literacy/Reading/Concepts of Print/Level 8: Identifies features of nonfiction texts

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Literacy	Print and Alphabet Knowledge	Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	Literacy/Phonics/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
			Literacy/Phonics/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
			Literacy/Phonics/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
			Literacy/Phonics/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
			Literacy/Phonics/Alphabet Knowledge/Level 6: Identifies all 26 uppercase and lowercase letters
			Literacy/Phonics/Alphabet Knowledge/Level 7: Rapidly identifies all 26 uppercase and lowercase letters
			Literacy/Phonics/Letter–Sound Correspondence/Level 3: Identifies less than 10 letters based on their sounds
			Literacy/Phonics/Letter–Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
			Literacy/Phonics/Letter–Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
			Literacy/Phonics/Letter–Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds
			Literacy/Phonics/Letter–Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds
			Literacy/Phonics/Letter–Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds
		Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	Literacy/Reading/Comprehension - Fiction/Level 5: Interacts during a read-aloud with call and response or movements
			Literacy/Reading/Comprehension - Fiction/Level 7: Recalls the order of events after reading a text
			Literacy/Listening Comprehension/Key Ideas and Details/Level 4: Recalls key details from a story
			Literacy/Listening Comprehension/Key Ideas and Details/Level 5: Recalls the order of events in a story

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Literacy	Comprehension and Text Structure	Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	Literacy/Reading/Comprehension - Fiction/Level 5: Interacts during a read-aloud with call and response or movements
			Literacy/Reading/Comprehension - Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
			Literacy/Reading/Comprehension - Fiction/Level 7: Recalls the order of events after reading a text
			Literacy/Reading/Comprehension - Fiction/Level 8: Makes simple predictions and inferences about a text
			Literacy/Reading/Comprehension - Nonfiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
			Literacy/Listening Comprehension/Key Ideas and Details/Level 2: Listens to nonfiction texts with simple structures and elements
			Literacy/Listening Comprehension/Key Ideas and Details/Level 3: Identifies the main character(s) in a story
			Literacy/Listening Comprehension/Key Ideas and Details/Level 4: Recalls key details from a story
			Literacy/Listening Comprehension/Key Ideas and Details/Level 5: Recalls the order of events in a story
			Literacy/Listening Comprehension/Key Ideas and Details/Level 6: Recalls several facts from expository text
			Literacy/Listening Comprehension/Key Ideas and Details/Level 7: Makes text-to-text connections
			Literacy/Listening Comprehension/Key Ideas and Details/Level 8: Draws a picture to summarize text and labels key details
	Writing	Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	Literacy/Writing/Writing Development/Level 1: Makes scribble marks
			Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning
			Literacy/Writing/Writing Development/Level 3: Writes shape-like symbols
			Literacy/Writing/Writing Development/Level 4: Writes letter strings

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Literacy			Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces
			Literacy/Writing/Writing Development/Level 6: Labels a picture with at least the initial sound
			Literacy/Writing/Writing Development/Level 7: Uses invented or phonetic spelling
			Literacy/Writing/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
Mathematics Development		Goal P-MATH 1. Child knows number names and the count sequence.	Mathematics/Counting and Cardinality/Number Sequencing/Level 1: Listens to number chants and songs
			Mathematics/Counting and Cardinality/Number Sequencing/Level 2: Orders quantities 0-5
			Mathematics/Counting and Cardinality/Number Sequencing/Level 3: Recognizes numerals 0-5
			Mathematics/Counting and Cardinality/Number Sequencing/Level 4: Recognizes numerals 0-10
			Mathematics/Counting and Cardinality/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
			Mathematics/Counting and Cardinality/Number Sequencing/Level 6: Orders numerals 0 to 10 forward and backward
			Mathematics/Counting and Cardinality/Number Sequencing/Level 7: Recognizes 11-20
			Mathematics/Counting and Cardinality/Number Sequencing/Level 8A: Names the number that comes before or after 11-20
			Mathematics/Operations & Algebraic Thinking/Number Sequencing/Level 8B: Counts to 100 by tens
			Mathematics/Operations & Algebraic Thinking/Number Sequencing/Level 8C: Counts beyond 100 starting at any number
			Mathematics/Counting and Cardinality/Subitizing/Level 1: Matches small sets of 1-3 objects
			Mathematics/Counting and Cardinality/Subitizing/Level 2: Makes a small collection to match the same number as another collection that was shown quickly (no more than 4)

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Mathematics Development	Counting and Cardinality	Goal P-MATH 2. Child recognizes the number of objects in a small set.	Mathematics/Counting and Cardinality/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)

Mathematics/Counting and Cardinality/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)

Mathematics/Counting and Cardinality/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)

Mathematics/Counting and Cardinality/Subitizing/Level 6: Instantly recognizes collections up to 5 when collections contains two colors (conceptual subitizing)

Mathematics/Counting and Cardinality/Subitizing/Level 7: Instantly recognizes collections up to 10 that are made by combining two smaller groupers (conceptual subitizing)

Mathematics/Counting and Cardinality/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing) |
| | | Goal P-MATH 3. Child understands the relationship between numbers and quantities. | Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Counting and Cardinality/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Counting and Cardinality/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Counting and Cardinality/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Counting and Cardinality/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Counting and Cardinality/Set Counting/Level 6: Counts sets of up to 20 objects

Mathematics/Counting and Cardinality/Set Counting/Level 7: Produces sets of up to 20 objects

Mathematics/Counting and Cardinality/Set Counting/Level 8: Counts sets of up to 30 objects |

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Mathematics Development		Goal P-MATH 4. Child compares numbers.	Mathematics/Counting and Cardinality/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence
			Mathematics/Counting and Cardinality/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets
			Mathematics/Counting and Cardinality/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity
			Mathematics/Counting and Cardinality/Comparing Quantities/Level 4: Counts sets of up to five objects to compare
			Mathematics/Counting and Cardinality/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
			Mathematics/Counting and Cardinality/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10 objects
			Mathematics/Counting and Cardinality/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size
			Mathematics/Counting and Cardinality/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20
		Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	Mathematics/Counting & Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters
			Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5
			Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10
			Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral
			Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20
			Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral
			Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100

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Mathematics Development	Operations and Algebraic Thinking	Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	Mathematics/Operations and Algebraic Thinking/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less

Mathematics/Operations and Algebraic Thinking/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less

Mathematics/Operations and Algebraic Thinking/Addition/Level 5: Finds the total by counting on from the first addend with sums up to 10

Mathematics/Operations and Algebraic Thinking/Addition/Level 6: Given a set of objects, adds on to the set to make a given total (e.g., there are four bears and the child is asked to make there be seven; the child adds three more bears)

Mathematics/Operations and Algebraic Thinking/Addition/Level 7: Determines the missing addend by adding on objects (e.g., you have five balls and then get some more. Now you have seven in all. How many did you get?)

Mathematics/Operations and Algebraic Thinking/Addition/Level 8: Finds the total when given a word problem by modeling with manipulatives when the sum is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (i.e. there are 6 bears and the child is asked to make there be 3; child takes away three bears)

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 7: Determines how many were taken away when given the starting total and the ending total (You had 8 cookies and gave some to your friend. Now you have 5 cookies. How many did you give to your friend?)

Mathematics/Operations and Algebraic Thinking/Subtraction/Level 8A: Finds the difference when given a word problem by modeling with manipulatives when the whole is 15 or less (manipulatives are not a direct representation of the objects in the word problems)

Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation |

Head Start Domains	Head Start Subdomains	Head Start Goals	Ignite™ Skill Descriptors
Mathematics Development		Goal P-MATH 7. Child understands simple patterns.	Mathematics/Operations and Algebraic Thinking/Patterns/Level 1: Copies ABAB patterns
			Mathematics/Operations and Algebraic Thinking/Patterns/Level 2: Fills in and extends ABAB patterns
			Mathematics/Operations and Algebraic Thinking/Patterns/Level 3: Creates simple repeating patterns
			Mathematics/Operations and Algebraic Thinking/Patterns/Level 4: Copies AABBAA, ABCABC, and ABBABB patterns
			Mathematics/Operations and Algebraic Thinking/Patterns/Level 5: Extends and fills in missing parts of AABBAA, ABCABC, and ABBABB patterns
			Mathematics/Operations and Algebraic Thinking/Patterns/Level 6: Creates varied repeating patterns
			Mathematics/Operations and Algebraic Thinking/Patterns/Level 7: Fills and extends in patterns involving numbers
			Mathematics/Operations and Algebraic Thinking/Patterns/Level 8A: Creates patterns with numbers
			Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns
	Measurement	Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	Mathematics/Math Applications/Measurement/Level 1: Orders up to three objects by length and height
			Mathematics/Math Applications/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
			Mathematics/Math Applications/Measurement/Level 3: Builds towers that are either shorter or taller than an object
			Mathematics/Math Applications/Measurement/Level 4: Fills in containers with objects to compare volumes
			Mathematics/Math Applications/Measurement/Level 5: Orders up to 10 objects by length and height
			Mathematics/Math Applications/Measurement/Level 6: Indirectly compares the lengths of two objects by using a third object

Head Start Domains	Head Start Subdomains	Head Start Goals	Ignite™ Skill Descriptors
Mathematics Development			Mathematics/Math Applications/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects
			Mathematics/Math Applications/Measurement/Level 8: Uses standard measurement tools to compare two objects
	Geometry and Spatial Sense	Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	Mathematics/Geometry/2D Shapes/Level 1: Matches two identical simple shapes (square, triangle, circle) that have the same size and orientation
			Mathematics/Geometry/2D Shapes/Level 2: Matches two identical simple shapes (square, triangle, circle) that have different sizes and orientations
			Mathematics/Geometry/2D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape (e.g., an equilateral triangle, a square rotated 45 degrees, or an elongated rectangle)
			Mathematics/Geometry/2D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece
			Mathematics/Geometry/2D Shapes/Level 5: Identifies what 2D shapes create the faces of 3D objects
			Mathematics/Geometry/2D Shapes/Level 6: Describes attributes of basic 2D shapes
			Mathematics/Geometry/2D Shapes/Level 7: Compares 2D shapes
			Mathematics/Geometry/2D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)
			Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
			Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
			Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
			Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes
			Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
			Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes

Head Start Domains	Head Start Subdomains	Head Start Goals	Ignite™ Skill Descriptors
Mathematics Development			Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
			Mathematics/Geometry/Composing Shapes/Level 6: Draws basic 2D shapes
			Mathematics/Geometry/Composing Shapes/Level 7: Composes simple shapes to form larger shapes
			Mathematics/Geometry/Composing Shapes/Level 8: Partitions shapes into simple shapes
		Goal P-MATH 10. Child explores the positions of objects in space.	Mathematics/Geometry/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)
			Mathematics/Geometry/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)
			Mathematics/Geometry/Spatial Relationships/Level 4: Follows simple directions related to frames of reference (behind, left, right, in front of, to the side of, above, below)
			Mathematics/Geometry/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction and distance
Scientific Reasoning	Scientific Inquiry	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	Science & Technology/Life Science/Level 1: Identifies at least one living thing
			Science & Technology/Life Science/Level 2: Identifies at least three living things
			Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
			Science & Technology/Life Science/Level 4: Identifies how living things change over time
			Science & Technology/Life Science/Level 5: Identifies living things and their basic needs and how they grow and change over time
			Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or human-made material
			Science & Technology/Physical Science/Level 2: Identifies four of five senses and demonstrates an understanding of the texture of materials
			Science & Technology/Physical Science/Level 3: Identifies five senses and demonstrates an understanding of what our senses do
			Science & Technology/Earth Science/Level 1: Identifies materials in the environment

Head Start Domains	Head Start Subdomains	Head Start Goals	Ignite™ Skill Descriptors
Scientific Reasoning		Goal P-SCI 2. Child engages in scientific talk.	Science & Technology/Simple Tools and Technology/Level 1: Identifies simple tools
			Science & Technology/Simple Tools and Technology/Level 2: Demonstrates an understanding of the uses of simple tools in everyday life
			Science & Technology/Simple Tools and Technology/Level 3: Identifies simple science tools
			Science & Technology/Simple Tools and Technology/Level 4: Explores simple science tools and their uses
		Goal P-SCI 3. Child compares and categorizes observable phenomena.	Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties
			Science & Technology/Life Science/Level 6: Classifies plants based on observable characteristics
			Science & Technology/Physical Science/Level 6: Classifies objects based on the way they move
			Science & Technology/Physical Science/Level 7: Classifies objects based on the type of energy they produce (light, heat, and sound)
	Reasoning and Problem-Solving	Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	Social–Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
			Science & Technology/Physical Science/Level 8: Predicts different effects of various amounts of force applied to stationary objects
		Goal P-SCI 5. Child plans and conducts investigations and experiments.	Science & Technology/Engineering/Engineering/Level 4: Identifies a problem or need and why it is important
			Science & Technology/Engineering/Engineering/Level 5: Identifies potential solutions to a problem
			Science & Technology/Engineering/Engineering/Level 6: Makes observations about a situation to define a simple problem that can be solved through the development or improvement of an object or tool
		Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	Science & Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment
			Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
			Science & Technology/Engineering/Engineering/Level 8: Analyzes data from the tests of two objects to compare the strengths and weaknesses of each object

Head Start Domains	Head Start Subdomains	Head Start Goals	Ignite™ Skill Descriptors
Perceptual, Motor, and Physical Development	Fine Motor	Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
			Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
			Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition, or resize small objects in that hand
	Health, Safety, and Nutrition	Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
			Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (handwashing, feeding, and toileting)
			Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
			Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
			Physical Development/Self-Care/Level 5: Demonstrates an understanding of daily routine and self-care processes
			Physical Development/Self-Care/Level 6: Explores relaxing self-care activities
			Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations
			Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood
		Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
			Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
			Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
			Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menus
			Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
			Physical Development/Nutrition/Level 6: Distinguishes between fruits and vegetables

Head Start Domains	Head Start Subdomains	Head Start Goals	Ignite™ Skill Descriptors
Perceptual, Motor, and Physical Development			Physical Development/Nutrition/Level 7: Distinguishes between dairy, protein, and grains
			Physical Development/Nutrition/Level 8: Builds a balanced plate
		Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	Physical Development/Health and Safety/Level 1: Demonstrates an understanding of personal safety practices and routines
			Physical Development/Health and Safety/Level 2: Identifies ways to play safely
			Physical Development/Health and Safety/Level 3: Identifies behaviors that promote health and safety
			Physical Development/Health and Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
			Physical Development/Health and Safety/Level 5: Identifies, avoids, and alerts others to danger
			Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
			Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
			Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition, or resize small objects in that hand