



# IGNITE BY HATCH™ AND TEACHING STRATEGIES GOLD ALIGNMENT



## Social-Emotional

TSG Objectives, Dimensions and Levels	Ignite Domains, Strands, Subdomains and Skill Descriptors
<p><b>Social-Emotional</b>            1. Regulates own emotions and behaviors            a. Manages feelings            Level 2</p>	<p>Social-Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self</p>
<p><b>Social-Emotional</b>            1. Regulates own emotions and behaviors            b. Follows limits and expectations            Level 5</p>	<p>Physical Development/Health and Safety/Level 2: Identifies ways to play safely</p>
<p><b>Social-Emotional</b>            1. Regulates own emotions and behaviors            b. Follows limits and expectations            Level 5</p>	<p>Physical Development/Health and Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance</p>
<p><b>Social-Emotional</b>            1. Regulates own emotions and behaviors            b. Follows limits and expectations            Level 5</p>	<p>Physical Development/Health and Safety/Level 5: Identifies, avoids, and alerts others to danger</p>
<p><b>Social-Emotional</b>            1. Regulates own emotions and behaviors            c. Takes care of own needs appropriately            Level 4</p>	<p>Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios</p>
<p><b>Social-Emotional</b>            1. Regulates own emotions and behaviors            c. Takes care of own needs appropriately            Level 5</p>	<p>Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios</p>
<p><b>Social-Emotional</b>            1. Regulates own emotions and behaviors            c. Takes care of own needs appropriately            Level 5</p>	<p>Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (handwashing, feeding, and toileting)</p>

<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 5</p>	Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 5</p>	Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 5</p>	Physical Development/Self-Care/Level 6: Explores relaxing self-care activities
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 5</p>	Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menus
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 5</p>	Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 5</p>	Physical Development/Health and Safety/Level 1: Demonstrates an understanding of personal safety practices and routines
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 5</p>	Physical Development/Health and Safety/Level 3: Identifies behaviors that promote health and safety
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 6</p>	Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 6</p>	Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods

<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 7</p>	<p>Social-Emotional Development/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions</p>
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 8</p>	<p>Social-Emotional Development/Responsible Decision-Making/Level 5: Demonstrates an understanding of the importance of self-management skills</p>
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 8</p>	<p>Physical Development/Self-Care/Level 5: Demonstrates an understanding of daily routine and self-care processes</p>
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 8</p>	<p>Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations</p>
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 8</p>	<p>Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood</p>
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 9</p>	<p>Social-Emotional Development/Responsible Decision-Making/Level 6: Demonstrates an understanding of how personal feelings can influence individual actions</p>
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 10</p>	<p>Social-Emotional Development/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences</p>
<p><b>Social-Emotional</b>  1. Regulates own emotions and behaviors  c. Takes care of own needs appropriately  Level 12</p>	<p>Social-Emotional Development/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 5</p>	<p>Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)</p>

<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 5</p>	<p>Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 5</p>	<p>Social-Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 5</p>	<p>Social-Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 5</p>	<p>Social-Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 5</p>	<p>Social-Emotional Development/Social Awareness/Level 5: Understands gratitude and identifies ways to express it</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 6</p>	<p>Social-Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 6</p>	<p>Social-Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 6</p>	<p>Social-Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 6</p>	<p>Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions</p>

<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 6</p>	<p>Social-Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 6</p>	<p>Social-Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 6</p>	<p>Social-Emotional Development/Solving Social Problems/Level 2: Identifies prosocial behaviors</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 6</p>	<p>Social-Emotional Development/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 7</p>	<p>Social-Emotional Development/Responding to Emotions/Level 6: Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 7</p>	<p>Social-Emotional Development/Responding to Emotions/Level 7: Identifies appropriate ways to respond to more complex positive emotions (calm, surprised)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 8</p>	<p>Social-Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 8</p>	<p>Social-Emotional Development/Responding to Emotions/Level 8: Recognizes that others may have a different emotional response than their own</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  b. Responds to emotional cues  Level 12</p>	<p>Social-Emotional Development/Social Awareness/Level 8: Identifies personal actions that contribute to the common good</p>

<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  c. Interacts with peers  Level 10</p>	<p>Social-Emotional Development/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)</p>
<p><b>Social-Emotional</b>  2. Establishes and sustains positive relationships  d. Makes friends  Level 8</p>	<p>Social-Emotional Development/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  a. Balances needs and rights of self and others  Level 6</p>	<p>Social-Emotional Development/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  a. Balances needs and rights of self and others  Level 7</p>	<p>Social-Emotional Development/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  a. Balances needs and rights of self and others  Level 8</p>	<p>Social-Emotional Development/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  a. Balances needs and rights of self and others  Level 9</p>	<p>Social-Emotional Development/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  a. Balances needs and rights of self and others  Level 10</p>	<p>Science and Technology/Engineering/Level 4: Identifies a problem or need and why it is important</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 4</p>	<p>Social-Emotional Development/Solving Social Problems/Level 1: Recognizes social problems</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 4</p>	<p>Social-Emotional Development/Solving Social Problems/Level 2: Identifies prosocial behaviors</p>

<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 4</p>	<p>Social-Emotional Development/Solving Social Problems/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 5</p>	<p>Social-Emotional Development/Solving Social Problems/Level 4: Identifies appropriate solutions for social problems involving basic emotions</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 6</p>	<p>Social-Emotional Development/Solving Social Problems/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 6</p>	<p>Social-Emotional Development/Solving Social Problems/Level 4: Identifies appropriate solutions for social problems involving basic emotions</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 6</p>	<p>Social-Emotional Development/Solving Social Problems/Level 5: Identifies strategies for addressing own emotions in social problems</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 8</p>	<p>Social-Emotional Development/Solving Social Problems/Level 5: Identifies strategies for addressing own emotions in social problems</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 8</p>	<p>Social-Emotional Development/Solving Social Problems/Level 6: Applies strategies for solving social problems in familiar situations</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 10</p>	<p>Social-Emotional Development/Solving Social Problems/Level 7: Identifies appropriate solutions for social problems involving more complex emotions</p>
<p><b>Social-Emotional</b>  3. Participates cooperatively and constructively in group situations  b. Solves social problems  Level 11</p>	<p>Social-Emotional Development/Solving Social Problems/Level 8: Applies strategies for solving social problems in new situations</p>

## Physical

TSG Objectives, Dimensions and Levels	Ignite Domains, Strands, Subdomains and Skill Descriptors
<p><b>Physical</b> 7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands Level 6</p>	Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
<p><b>Physical</b> 7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands Level 7</p>	Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
<p><b>Physical</b> 7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands Level 8</p>	Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition, or resize small objects in that hand

## Language

TSG Objectives, Dimensions and Levels	Ignite Domains, Strands, Subdomains and Skill Descriptors
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 4</p>	Language and Communication/Receptive Language/Level 1: Shows an understanding of basic words
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 5</p>	Language and Communication/Academic Vocabulary/Level 4: Applies an understanding of cross-curricular, prekindergarten-level Tier 2 words
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 6</p>	Language and Communication/Receptive Language/Level 2: Responds to "what" questions
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 6</p>	Language and Communication/Receptive Language/Level 3: Responds to "where" questions



<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 6</p>	<p>Language and Communication/Receptive Language/Level 5: Responds to “how” questions</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 6</p>	<p>Language and Communication/Vocabulary/Level 3: Demonstrates an understanding of comparative adjectives</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 7</p>	<p>Language and Communication/Listening and Understanding/Level 6: Attends to multiple details in directions</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 7</p>	<p>Language and Communication/Receptive Language/Level 4: Demonstrates an understanding of complex and compound sentences</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 8</p>	<p>Language and Communication/Vocabulary/Level 4: Demonstrates an understanding of common antonyms</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 9</p>	<p>Language and Communication/Vocabulary/Level 5: Demonstrates an understanding of cross-curricular words</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language a. Comprehends language Level 9</p>	<p>Language and Communication/Vocabulary/Level 6: Demonstrates an understanding of basic multiple-meaning words</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language b. Follows directions Level 4</p>	<p>Language and Communication/Listening and Understanding/Level 1: Responds to one-step requests or questions</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language b. Follows directions Level 4</p>	<p>Language and Communication/Listening and Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation</p>

<p><b>Language</b> 8. Listens to and understands increasingly complex language b. Follows directions Level 5</p>	<p>Language and Communication/Listening and Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language b. Follows directions Level 6</p>	<p>Language and Communication/Listening and Understanding/Level 3: Follows two-step, oral directions that relate to familiar activity or situation</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language b. Follows directions Level 8</p>	<p>Language and Communication/Listening and Understanding/Level 5: Carries out multistep requests that relate to familiar activities or situations</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language b. Follows directions Level 8</p>	<p>Language and Communication/Listening and Understanding/Level 6: Attends to multiple details in directions</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language b. Follows directions Level 8</p>	<p>Language and Communication/Listening and Understanding/Level 7: Carries out multistep directions with multiple details</p>
<p><b>Language</b> 8. Listens to and understands increasingly complex language b. Follows directions Level 9</p>	<p>Language and Communication/Listening and Understanding/Level 8: Carries out multistep directions with multiple details that involve a new or an unfamiliar activity or situation</p>
<p><b>Language</b> 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Level 4</p>	<p>Language and Communication/Receptive Language/Level 1: Shows an understanding of basic words</p>
<p><b>Language</b> 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Level 4</p>	<p>Language and Communication/Receptive Language/Level 3: Responds to "where" questions</p>
<p><b>Language</b> 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Level 4</p>	<p>Language and Communication/Vocabulary/Level 1: Understands color words</p>

<p><b>Language</b>  9. Uses language to express thoughts and needs  a. Uses an expanding expressive vocabulary  Level 6</p>	<p>Language and Communication/Receptive Language/Level 2: Responds to “what” questions</p>
<p><b>Language</b>  9. Uses language to express thoughts and needs  a. Uses an expanding expressive vocabulary  Level 7</p>	<p>Language and Communication/Vocabulary/Level 2: Sorts words into categories</p>
<p><b>Language</b>  9. Uses language to express thoughts and needs  a. Uses an expanding expressive vocabulary  Level 8</p>	<p>Language and Communication/Academic Vocabulary/Level 5: Applies an understanding of some cross-curricular, kindergarten-level Tier 2 words</p>
<p><b>Language</b>  9. Uses language to express thoughts and needs  a. Uses an expanding expressive vocabulary  Level 8</p>	<p>Language and Communication/Vocabulary/Level 8B: Identifies real-life connections between words and their uses</p>
<p><b>Language</b>  9. Uses language to express thoughts and needs  a. Uses an expanding expressive vocabulary  Level 9</p>	<p>Language and Communication/Academic Vocabulary/Level 7: Applies an understanding of a range of cross-curricular, kindergarten-level Tier 2 words</p>
<p><b>Language</b>  9. Uses language to express thoughts and needs  a. Uses an expanding expressive vocabulary  Level 10</p>	<p>Language and Communication/Academic Vocabulary/Level 6: Applies an understanding of more cross-curricular, kindergarten-level Tier 2 words</p>
<p><b>Language</b>  9. Uses language to express thoughts and needs  a. Uses an expanding expressive vocabulary  Level 11</p>	<p>Language and Communication/Academic Vocabulary/Level 8: Applies an understanding of some cross-curricular, first-grade-level Tier 2 words</p>
<p><b>Language</b>  9. Uses language to express thoughts and needs  c. Uses conventional grammar  Level 8</p>	<p>Language and Communication/Conventions of Language/Level 3: Demonstrates an understanding of regular plural nouns</p>
<p><b>Language</b>  9. Uses language to express thoughts and needs  c. Uses conventional grammar  Level 8</p>	<p>Language and Communication/Vocabulary/Level 7: Makes connections between shades of verbs and adjectives</p>

<p><b>Language</b> 9. Uses language to express thoughts and needs c. Uses conventional grammar Level 9</p>	<p>Language and Communication/Conventions of Language/Level 5: Demonstrates an understanding of question words (who, what, where, when, why, how)</p>
<p><b>Language</b> 9. Uses language to express thoughts and needs c. Uses conventional grammar Level 9</p>	<p>Language and Communication/Vocabulary/Level 8A: Uses sentence-level context as a clue to the meaning of a word or phrase</p>
<p><b>Language</b> 9. Uses language to express thoughts and needs c. Uses conventional grammar Level 10</p>	<p>Language and Communication/Conventions of Language/Level 4: Demonstrates an understanding of simple past, progressive present, and simple future verb tenses</p>
<p><b>Language</b> 9. Uses language to express thoughts and needs c. Uses conventional grammar Level 10</p>	<p>Language and Communication/Conventions of Language/Level 6: Demonstrates an understanding of prepositions within sentences</p>
<p><b>Language</b> 9. Uses language to express thoughts and needs c. Uses conventional grammar Level 12</p>	<p>Language and Communication/Conventions of Language/Level 7: Demonstrates an understanding of irregular plural nouns</p>
<p><b>Language</b> 9. Uses language to express thoughts and needs c. Uses conventional grammar Level 14</p>	<p>Language and Communication/Conventions of Language/Level 8: Demonstrates an understanding of matching verbs to singular and plural nouns in basic sentences</p>

## Cognitive

TSG Objectives, Dimensions and Levels	Ignite Domains, Strands, Subdomains and Skill Descriptors
<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning a. Attends and engages Level 6</p>	<p>Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction</p>
<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning b. Persists Level 4</p>	<p>Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity</p>

<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning b. Persists Level 8</p>	<p>Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges</p>
<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning c. Solves problems Level 5</p>	<p>Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem</p>
<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning c. Solves problems Level 6</p>	<p>Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed</p>
<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning c. Solves problems Level 8</p>	<p>Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause and effect</p>
<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning d. Shows curiosity and motivation Level 6</p>	<p>Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal</p>
<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Level 8</p>	<p>Science and Technology/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</p>
<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Level 8</p>	<p>Science and Technology/Engineering/Level 8: Analyzes data from the tests of two objects to compare the strengths and weaknesses of each object</p>
<p><b>Cognitive</b> 11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Level 10</p>	<p>Science and Technology/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live</p>
<p><b>Cognitive</b> 12. Remembers and connects experiences b. Makes connections Level 3</p>	<p>Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios</p>

<p><b>Cognitive</b>  12. Remembers and connects experiences  b. Makes connections  Level 4</p>	Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (handwashing, feeding, and toileting)
<p><b>Cognitive</b>  12. Remembers and connects experiences  b. Makes connections  Level 4</p>	Physical Development/Self-Care/Level 4: Identifies steps of a morning routine
<p><b>Cognitive</b>  12. Remembers and connects experiences  b. Makes connections  Level 4</p>	Language and Communication/Listening and Understanding/Level 1: Responds to one-step requests or questions
<p><b>Cognitive</b>  12. Remembers and connects experiences  b. Makes connections  Level 5</p>	Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
<p><b>Cognitive</b>  14. Uses symbols and images to represent something not present  a. Thinks symbolically  Level 6</p>	Social Studies/Self-Identity/Level 1: Draws a self-portrait
<p><b>Cognitive</b>  14. Uses symbols and images to represent something not present  a. Thinks symbolically  Level 6</p>	Social Studies/Self-Identity/Level 2: Draws a picture of their home
<p><b>Cognitive</b>  14. Uses symbols and images to represent something not present  a. Thinks symbolically  Level 6</p>	Social Studies/Self-Identity/Level 3: Draws a picture that resembles their family
<p><b>Cognitive</b>  14. Uses symbols and images to represent something not present  a. Thinks symbolically  Level 6</p>	Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included
<p><b>Cognitive</b>  14. Uses symbols and images to represent something not present  a. Thinks symbolically  Level 6</p>	Social Studies/Self-Identity/Level 6: Draws a picture resembling their family, including interests or traditions of the family

<p><b>Cognitive</b> 14. Uses symbols and images to represent something not present a. Thinks symbolically Level 6</p>	<p>Social Studies/Self-Identity/Level 7: Draws a picture of their home that includes family-specific details</p>
<p><b>Cognitive</b> 14. Uses symbols and images to represent something not present a. Thinks symbolically Level 8</p>	<p>Social Studies/Self-Identity/Level 8A: Draws a picture of themselves engaged in an activity, tradition, sport, or hobby</p>
<p><b>Cognitive</b> 14. Uses symbols and images to represent something not present a. Thinks symbolically Level 10</p>	<p>Social Studies/Community Awareness/Level 1: Draws a picture of a neighborhood</p>

## Literacy

TSG Objectives, Dimensions and Levels	Ignite Domains, Strands, Subdomains and Skill Descriptors
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Level 2</p>	<p>Literacy/Phonological Awareness/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Level 5</p>	<p>Literacy/Phonological Awareness/Rhyming/Level 2: Determines if two words rhyme</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Level 6</p>	<p>Literacy/Phonological Awareness/Rhyming/Level 3: Matches rhyming words</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Level 6</p>	<p>Literacy/Phonological Awareness/Rhyming/Level 4: Determines which word does not rhyme</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Level 6</p>	<p>Literacy/Phonological Awareness/Rhyming/Level 5: Sorts words by rhyme</p>

<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Level 8</p>	<p>Literacy/Phonological Awareness/Rhyming/Level 6: Fills in rhyming words</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Level 2</p>	<p>Literacy/Phonological Awareness/Alliteration/Level 1: Listens to songs and chants that have repeating initial sounds</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Level 4</p>	<p>Literacy/Phonological Awareness/Alliteration/Level 2: Recognizes when groups of words begin with the same onset</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Level 4</p>	<p>Literacy/Phonological Awareness/Alliteration/Level 3: Distinguishes if two words start with the same onset</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Level 6</p>	<p>Literacy/Phonological Awareness/Alliteration/Level 4: Isolates the onset in words</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Level 6</p>	<p>Literacy/Phonological Awareness/Alliteration/Level 5: Sorts words by onset</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Level 6</p>	<p>Literacy/Phonological Awareness/Alliteration/Level 6: Sorts words with initial diagraphs by onset</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 2</p>	<p>Literacy/Phonological Awareness/Segmenting/Level 1: Identifies separate words within a sentence</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 3</p>	<p>Literacy/Phonological Awareness/Blending/Level 2: Adds a missing word to form a compound word</p>



<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 3</p>	<p>Literacy/Phonological Awareness/Segmenting/Level 2: Segments compound words into two words</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 4</p>	<p>Literacy/Phonological Awareness/Blending/Level 1: Combines two words to make a compound word</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 4</p>	<p>Literacy/Phonological Awareness/Blending/Level 3: Combines syllables to form words</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 4</p>	<p>Literacy/Phonological Awareness/Segmenting/Level 3: Deletes a word from a compound word</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 4</p>	<p>Literacy/Phonological Awareness/Segmenting/Level 4: Segments words into syllables</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 5</p>	<p>Literacy/Phonological Awareness/Blending/Level 4: Blends onsets and rimes to make one-syllable words</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 6</p>	<p>Literacy/Phonological Awareness/Segmenting/Level 5: Explores segmenting simple words into individual phonemes</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 7</p>	<p>Literacy/Phonological Awareness/Blending/Level 5: Blends phonemes to form simple words</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 7</p>	<p>Literacy/Phonological Awareness/Blending/Level 6: Blends phonemes to form simple words quickly</p>

<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 7</p>	<p>Literacy/Phonological Awareness/Segmenting/Level 6: Isolates final sounds in CVC words</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 7</p>	<p>Literacy/Reading/High-Frequency Words/Level 6: Identifies the following sight words: the, can, is, a, I, see, on, he, she, at</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Blending/Level 7: Blends phonemes to form a one-syllable word with consonant digraphs</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Segmenting/Level 7: Isolates medial vowel sounds in CVC words (short vowels only)</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word</p>

<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 8</p>	<p>Literacy/Reading/High-Frequency Words/Level 7: Identifies the following sight words: to, in, you, it, was, that, his, and, for, are</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 9</p>	<p>Literacy/Phonological Awareness/Segmenting/Level 8: Identifies consonants that are combined to form a consonant blend</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 9</p>	<p>Literacy/Reading/High-Frequency Words/Level 8: Identifies the following sight words: of, with, they, be, this, have, from, we, look, my</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Level 10</p>	<p>Literacy/Phonological Awareness/Blending/Level 8: Blends phonemes to form one-syllable words with consonant blends</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Level 6</p>	<p>Literacy/Phonics/Decoding/Level 6: Decodes CVC words with short vowel sounds</p>
<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Level 7</p>	<p>Literacy/Phonics/Decoding/Level 7: Decodes CCVC words with consonant diagraphs</p>

<p><b>Literacy</b> 15. Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Level 9</p>	<p>Literacy/Phonics/Decoding/Level 8: Decodes CVCe words with long vowel sounds</p>
<p><b>Literacy</b> 16. Demonstrates knowledge of the alphabet a. Identifies and names letters Level 1</p>	<p>Literacy/Phonics/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs</p>
<p><b>Literacy</b> 16. Demonstrates knowledge of the alphabet a. Identifies and names letters Level 2</p>	<p>Literacy/Phonics/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters</p>
<p><b>Literacy</b> 16. Demonstrates knowledge of the alphabet a. Identifies and names letters Level 5</p>	<p>Literacy/Phonics/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters</p>
<p><b>Literacy</b> 16. Demonstrates knowledge of the alphabet a. Identifies and names letters Level 6</p>	<p>Literacy/Phonics/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters</p>
<p><b>Literacy</b> 16. Demonstrates knowledge of the alphabet a. Identifies and names letters Level 7</p>	<p>Literacy/Phonics/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters</p>
<p><b>Literacy</b> 16. Demonstrates knowledge of the alphabet a. Identifies and names letters Level 7</p>	<p>Literacy/Phonics/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters</p>
<p><b>Literacy</b> 16. Demonstrates knowledge of the alphabet a. Identifies and names letters Level 8</p>	<p>Literacy/Phonics/Alphabet Knowledge/Level 6: Identifies all 26 uppercase and lowercase letters</p>
<p><b>Literacy</b> 16. Demonstrates knowledge of the alphabet a. Identifies and names letters Level 8</p>	<p>Literacy/Phonics/Alphabet Knowledge/Level 7: Rapidly identifies all 26 uppercase and lowercase letters</p>

<p><b>Literacy</b>  16. Demonstrates knowledge of the alphabet  b. Identifies letter–sound correspondences  Level 2</p>	<p>Literacy/Phonics/Letter–Sound Correspondence/Level 3: Identifies less than 10 letters based on their sounds</p>
<p><b>Literacy</b>  16. Demonstrates knowledge of the alphabet  b. Identifies letter–sound correspondences  Level 4</p>	<p>Literacy/Phonics/Letter–Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds</p>
<p><b>Literacy</b>  16. Demonstrates knowledge of the alphabet  b. Identifies letter–sound correspondences  Level 5</p>	<p>Literacy/Phonics/Letter–Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds</p>
<p><b>Literacy</b>  16. Demonstrates knowledge of the alphabet  b. Identifies letter–sound correspondences  Level 6</p>	<p>Literacy/Phonics/Letter–Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds</p>
<p><b>Literacy</b>  16. Demonstrates knowledge of the alphabet  b. Identifies letter–sound correspondences  Level 8</p>	<p>Literacy/Phonics/Letter–Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds</p>
<p><b>Literacy</b>  16. Demonstrates knowledge of the alphabet  b. Identifies letter–sound correspondences  Level 9</p>	<p>Literacy/Phonics/Letter–Sound Correspondence/Level 8: Identifies vowels based on long vowel sounds</p>
<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  a. Uses and appreciates books and other texts  Level 3</p>	<p>Literacy/Reading/Concepts of Print/Level 1: Identifies appropriate book orientation</p>
<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  a. Uses and appreciates books and other texts  Level 5</p>	<p>Literacy/Reading/Concepts of Print/Level 4: Identifies book parts and features</p>
<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  a. Uses and appreciates books and other texts  Level 7</p>	<p>Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each</p>

<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  a. Uses and appreciates books and other texts  Level 8</p>	<p>Literacy/Reading/Craft and Structure/Level 7: Recognizes common types of texts</p>
<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  a. Uses and appreciates books and other texts  Level 10</p>	<p>Literacy/Reading/Concepts of Print/Level 8: Identifies features of nonfiction texts</p>
<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  b. Uses print concepts  Level 2</p>	<p>Literacy/Reading/Concepts of Print/Level 2: Distinguishes print from pictures</p>
<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  b. Uses print concepts  Level 4</p>	<p>Literacy/Reading/Concepts of Print/Level 3: Demonstrates an understanding of print directionality</p>
<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  b. Uses print concepts  Level 5</p>	<p>Literacy/Reading/Concepts of Print/Level 6: Distinguishes between uppercase and lowercase letters</p>
<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  b. Uses print concepts  Level 6</p>	<p>Literacy/Reading/Concepts of Print/Level 5: Distinguishes letters from words</p>
<p><b>Literacy</b>  17. Demonstrates knowledge of print and its uses  b. Uses print concepts  Level 7</p>	<p>Literacy/Reading/Concepts of Print/Level 7: Tracks written text along with spoken text</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 3</p>	<p>Literacy/Listening Comprehension/Key Ideas and Details/Level 1: Listens to fictional texts with simple details and story elements</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 3</p>	<p>Literacy/Listening Comprehension/Key Ideas and Details/Level 2: Listens to nonfiction texts with simple structures and elements</p>

<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 3</p>	<p>Literacy/Listening Comprehension/Key Ideas and Details/Level 3: Identifies the main character(s) in a story</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 3</p>	<p>Literacy/Listening Comprehension/Key Ideas and Details/Level 4: Recalls key details from a story</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 3</p>	<p>Literacy/Listening Comprehension/Key Ideas and Details/Level 5: Recalls the order of events in a story</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 4</p>	<p>Literacy/Reading/Comprehension - Fiction/Level 5: Interacts during a read-aloud with call and response or movements</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 4</p>	<p>Literacy/Reading/Comprehension - Fiction/Level 6: Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 4</p>	<p>Literacy/Reading/Comprehension - Nonfiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 5</p>	<p>Literacy/Reading/Comprehension - Fiction/Level 7: Recalls the order of events after reading a text</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 5</p>	<p>Literacy/Reading/Comprehension - Nonfiction/Level 7: Demonstrates an understanding of content-specific vocabulary used in a text</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 8</p>	<p>Literacy/Listening Comprehension/Key Ideas and Details/Level 7: Makes text-to-text connections</p>

<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 8</p>	<p>Literacy/Reading/Comprehension - Fiction/Level 8: Makes simple predictions and inferences about a text</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 8</p>	<p>Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  a. Interacts during reading experiences, book conversations, and text reflections  Level 8</p>	<p>Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  c. Retells stories and recounts details from informational texts  Level 3</p>	<p>Literacy/Listening Comprehension/Key Ideas and Details/Level 5: Recalls the order of events in a story</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  c. Retells stories and recounts details from informational texts  Level 6</p>	<p>Literacy/Reading/Comprehension - Nonfiction/Level 8: Recalls the order of procedures after reading a procedural text</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  c. Retells stories and recounts details from informational texts  Level 8</p>	<p>Literacy/Listening Comprehension/Key Ideas and Details/Level 6: Recalls several facts from expository text</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  c. Retells stories and recounts details from informational texts  Level 8</p>	<p>Literacy/Listening Comprehension/Key Ideas and Details/Level 8: Draws a picture to summarize text and labels key details</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  c. Retells stories and recounts details from informational texts  Level 8</p>	<p>Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word</p>
<p><b>Literacy</b>  18. Comprehends and responds to books and other texts  c. Retells stories and recounts details from informational texts  Level 8</p>	<p>Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details</p>



<p><b>Literacy</b> 18. Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Level 2</p>	<p>Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text</p>
<p><b>Literacy</b> 19. Demonstrates writing skills a. Writes name Level 8</p>	<p>Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces</p>
<p><b>Literacy</b> 19. Demonstrates writing skills a. Writes name Level 9</p>	<p>Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces</p>
<p><b>Literacy</b> 19. Demonstrates writing skills b. Writes to convey meaning Level 1</p>	<p>Literacy/Writing/Writing Development/Level 1: Makes scribble marks</p>
<p><b>Literacy</b> 19. Demonstrates writing skills b. Writes to convey meaning Level 2</p>	<p>Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning</p>
<p><b>Literacy</b> 19. Demonstrates writing skills b. Writes to convey meaning Level 2</p>	<p>Literacy/Writing/Writing Development/Level 3: Writes shape-like symbols</p>
<p><b>Literacy</b> 19. Demonstrates writing skills b. Writes to convey meaning Level 8</p>	<p>Literacy/Writing/Writing Development/Level 4: Writes letter strings</p>
<p><b>Literacy</b> 19. Demonstrates writing skills c. Writes using conventions Level 2</p>	<p>Literacy/Writing/Writing Development/Level 6: Labels a picture with at least the initial sound</p>
<p><b>Literacy</b> 19. Demonstrates writing skills c. Writes using conventions Level 2</p>	<p>Literacy/Writing/Writing Development/Level 7: Uses invented or phonetic spelling</p>

<p><b>Literacy</b> 19. Demonstrates writing skills c. Writes using conventions Level 2</p>	<p>Literacy/Writing/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation</p>
<p style="text-align: center;"><b>Mathematics</b></p>	
<p style="text-align: center;"><b>TSG Objectives, Dimensions and Levels</b></p>	<p style="text-align: center;"><b>Ignite Domains, Strands, Subdomains and Skill Descriptors</b></p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 1</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 1: Listens to number chants and songs</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 2</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 8A: Names the number that comes before or after 11-20</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 3</p>	<p>Mathematics/Counting and Cardinality/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 3</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to 5</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 4</p>	<p>Mathematics/Counting and Cardinality/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 4</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 2: Counts up to 5 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 4</p>	<p>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</p>

<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 5</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 6: Counts sets of up to 20 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 5</p>	<p>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</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 5</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/Level 5: Finds the total by counting on from the first addend with sums up to 10</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 6</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 6</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 3: Counts up to 10 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 8</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 8B: Counts to 100 by tens</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 8</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 8: Counts sets of up to 30 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations a. Counts Level 9</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 8C: Counts beyond 100 starting at any number</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 3</p>	<p>Mathematics/Counting and Cardinality/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets</p>

<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 3</p>	<p>Mathematics/Counting and Cardinality/Subitizing/Level 1: Matches small sets of 1-3 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 3</p>	<p>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)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 3</p>	<p>Mathematics/Counting and Cardinality/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 3</p>	<p>Mathematics/Counting and Cardinality/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 3</p>	<p>Mathematics/Counting and Cardinality/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 3</p>	<p>Mathematics/Counting and Cardinality/Subitizing/Level 6: Instantly recognizes collections up to 5 when collections contains two colors (conceptual subitizing)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 4</p>	<p>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</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 4</p>	<p>Mathematics/Counting and Cardinality/Comparing Quantities/Level 4: Counts sets of up to five objects to compare</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 5</p>	<p>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</p>

<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 5</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 4: Produces sets of up to 5 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 5</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 5: Produces sets of up to 10 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 5</p>	<p>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</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 5</p>	<p>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</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 5</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/Level 5: Finds the total by counting on from the first addend with sums up to 10</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 6</p>	<p>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</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 7</p>	<p>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?)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 7</p>	<p>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?)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 8</p>	<p>Mathematics/Counting and Cardinality/Comparing Quantities/Level 8: Generates sets that are greater or less than a given number up to 20</p>

<p><b>Mathematics</b> 20. Uses number concepts and operations b. Quantifies Level 8</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 7: Produces sets of up to 20 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 2</p>	<p>Mathematics/Counting &amp; Cardinality/Numeral Writing/Level 3: Distinguishes between numbers and letters</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 3</p>	<p>Literacy/Phonological Awareness/Segmenting/Level 4: Segments words into syllables</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 4</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 3: Recognizes numerals 0-5</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 4</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 4: Produces sets of up to 5 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 4</p>	<p>Mathematics/Counting and Cardinality/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 4</p>	<p>Mathematics/Counting and Cardinality/Subitizing/Level 6: Instantly recognizes collections up to 5 when collections contains two colors (conceptual subitizing)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 5</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 2: Orders quantities 0-5</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 5</p>	<p>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</p>

<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 5</p>	<p>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</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 5</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/Level 5: Finds the total by counting on from the first addend with sums up to 10</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 6</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 4: Recognizes numerals 0-10</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 6</p>	<p>Mathematics/Counting &amp; Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 6</p>	<p>Mathematics/Counting and Cardinality/Subitizing/Level 7: Instantly recognizes collections up to 10 that are made by combining two smaller groupers (conceptual subitizing)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 7</p>	<p>Mathematics/Counting &amp; Cardinality/Numeral Writing/Level 4: Writes numerals 0–5</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 7</p>	<p>Mathematics/Counting &amp; Cardinality/Numeral Writing/Level 5: Writes numerals 0–10</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 7</p>	<p>Mathematics/Counting and Cardinality/Set Counting/Level 5: Produces sets of up to 10 objects</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 8</p>	<p>Mathematics/Counting and Cardinality/Comparing Quantities/Level 7: Counts sets of up to 20 objects to compare when objects are the same size</p>

<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 8</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 7: Recognizes 11-20</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 8</p>	<p>Mathematics/Counting &amp; Cardinality/Numeral Writing/Level 7: Writes numerals 11–20</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 8</p>	<p>Mathematics/Counting &amp; Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities Level 9</p>	<p>Mathematics/Counting &amp; Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities</p>	<p>Mathematics/Counting and Cardinality/Number Sequencing/Level 6: Orders numerals 0 to 10 forward and backward</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations c. Connects numerals with their quantities</p>	<p>Mathematics/Counting and Cardinality/Subitizing/Level 8: Instantly recognizes collections up to 20 shown in tens frames (conceptual subitizing)</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations e. Applies properties of mathematical operations and relationships Level 3</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations e. Applies properties of mathematical operations and relationships Level 3</p>	<p>Mathematics/Operations &amp; Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation</p>
<p><b>Mathematics</b> 20. Uses number concepts and operations e. Applies properties of mathematical operations and relationships Level 4</p>	<p>Mathematics/Counting &amp; Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation</p>



<p><b>Mathematics</b>  20. Uses number concepts and operations  e. Applies properties of mathematical operations and relationships  Level 4</p>	<p>Mathematics/Counting &amp; Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  e. Applies properties of mathematical operations and relationships  Level 4</p>	<p>Mathematics/Operations and Algebraic Thinking/Addition/Level 8A: 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)</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  e. Applies properties of mathematical operations and relationships  Level 4</p>	<p>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)</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  f. Applies number combinations and mental number strategies in mathematical operations  Level 3</p>	<p>Mathematics/Counting and Cardinality/Composing/Level 6: Identifies the missing part to complete wholes up to 5</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  f. Applies number combinations and mental number strategies in mathematical operations  Level 3</p>	<p>Mathematics/Counting and Cardinality/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  f. Applies number combinations and mental number strategies in mathematical operations  Level 4</p>	<p>Mathematics/Counting and Cardinality/Composing/Level 7: Identifies the missing part to complete wholes up to 10</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  f. Applies number combinations and mental number strategies in mathematical operations  Level 4</p>	<p>Mathematics/Counting and Cardinality/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  f. Applies number combinations and mental number strategies in mathematical operations  Level 4</p>	<p>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)</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  f. Applies number combinations and mental number strategies in mathematical operations  Level 4</p>	<p>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)</p>

<p><b>Mathematics</b>  20. Uses number concepts and operations  f. Applies number combinations and mental number strategies in mathematical operations  Level 8</p>	<p>Mathematics/Counting and Cardinality/Composing/Level 8A: Uses understanding of place value to compose numbers between 11 and 20</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  f. Applies number combinations and mental number strategies in mathematical operations  Level 8</p>	<p>Mathematics/Counting and Cardinality/Decomposing/Level 8A: Uses understanding of place value to decompose numbers between 11 and 20</p>
<p><b>Mathematics</b>  20. Uses number concepts and operations  f. Applies number combinations and mental number strategies in mathematical operations  Level 8</p>	<p>Mathematics/Geometry/Composing Shapes/Level 8: Partitions shapes into simple shapes</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  a. Understands spatial relationships  Level 2</p>	<p>Mathematics/Geometry/Spatial Relationships/Level 1: Follows simple directions related to position (in, on, off, over, and under)</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  a. Understands spatial relationships  Level 4</p>	<p>Mathematics/Geometry/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  a. Understands spatial relationships  Level 4</p>	<p>Mathematics/Geometry/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  a. Understands spatial relationships  Level 5</p>	<p>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)</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  a. Understands spatial relationships  Level 5</p>	<p>Mathematics/Geometry/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction and distance</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  a. Understands spatial relationships  Level 8</p>	<p>Mathematics/Geometry/Spatial Relationships/Level 6: Uses simple sketches, models, or maps to locate objects</p>

<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 2</p>	<p>Mathematics/Geometry/2D Shapes/Level 1: Matches two identical simple shapes (square, triangle, circle) that have the same size and orientation</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 2</p>	<p>Mathematics/Geometry/2D Shapes/Level 2: Matches two identical simple shapes (square, triangle, circle) that have different sizes and orientations</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 3</p>	<p>Mathematics/Geometry/2D Shapes/Level 7: Compares 2D shapes</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 4</p>	<p>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)</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 4</p>	<p>Mathematics/Geometry/Composing Shapes/Level 6: Draws basic 2D shapes</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 5</p>	<p>Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 5</p>	<p>Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 6</p>	<p>Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 6</p>	<p>Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes</p>

<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 7</p>	<p>Mathematics/Geometry/2D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 7</p>	<p>Mathematics/Geometry/2D Shapes/Level 5: Identifies what 2D shapes create the faces of 3D objects</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 7</p>	<p>Mathematics/Math Applications/Measurement/Level 3: Builds towers that are either shorter or taller than an object</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 8</p>	<p>Mathematics/Geometry/Spatial Relationships/Level 7: Understands that shapes remain the same when they are moved, turned, flipped, or slid</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 8</p>	<p>Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 10</p>	<p>Mathematics/Geometry/2D Shapes/Level 6: Describes attributes of basic 2D shapes</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 10</p>	<p>Mathematics/Geometry/Composing Shapes/Level 7: Composes simple shapes to form larger shapes</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 10</p>	<p>Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 11</p>	<p>Mathematics/Geometry/2D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)</p>

<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 12</p>	<p>Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes</p>
<p><b>Mathematics</b>  21. Explores and describes spatial relationships and shapes  b. Understands shapes  Level 14</p>	<p>Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes</p>
<p><b>Mathematics</b>  22. Compares and measures  a. Measures objects  Level 2</p>	<p>Mathematics/Math Applications/Measurement/Level 2: Identifies the object that is longer, taller, or shorter</p>
<p><b>Mathematics</b>  22. Compares and measures  a. Measures objects  Level 3</p>	<p>Mathematics/Math Applications/Measurement/Level 1: Orders up to three objects by length and height</p>
<p><b>Mathematics</b>  22. Compares and measures  a. Measures objects  Level 4</p>	<p>Mathematics/Math Applications/Measurement/Level 4: Fills in containers with objects to compare volumes</p>
<p><b>Mathematics</b>  22. Compares and measures  a. Measures objects  Level 5</p>	<p>Mathematics/Math Applications/Measurement/Level 5: Orders up to 10 objects by length and height</p>
<p><b>Mathematics</b>  22. Compares and measures  a. Measures objects  Level 6</p>	<p>Mathematics/Math Applications/Measurement/Level 6: Indirectly compares the lengths of two objects by using a third object</p>
<p><b>Mathematics</b>  22. Compares and measures  a. Measures objects  Level 7</p>	<p>Mathematics/Math Applications/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects</p>
<p><b>Mathematics</b>  22. Compares and measures  a. Measures objects  Level 12</p>	<p>Mathematics/Math Applications/Measurement/Level 8: Uses standard measurement tools to compare two objects</p>

<p><b>Mathematics</b>  22. Compares and measures  c. Represents and analyzes data  Level 1</p>	<p>Mathematics/Counting and Cardinality/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line</p>
<p><b>Mathematics</b>  22. Compares and measures  c. Represents and analyzes data  Level 2</p>	<p>Mathematics/Counting and Cardinality/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line</p>
<p><b>Mathematics</b>  22. Compares and measures  c. Represents and analyzes data  Level 2</p>	<p>Mathematics/Counting and Cardinality/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line</p>
<p><b>Mathematics</b>  22. Compares and measures  c. Represents and analyzes data  Level 2</p>	<p>Mathematics/Counting and Cardinality/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line</p>
<p><b>Mathematics</b>  22. Compares and measures  c. Represents and analyzes data  Level 2</p>	<p>Mathematics/Counting and Cardinality/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions</p>
<p><b>Mathematics</b>  22. Compares and measures  c. Represents and analyzes data  Level 3</p>	<p>Mathematics/Math Applications/Classification and Data/Level 6: Interprets simple picture graphs</p>
<p><b>Mathematics</b>  22. Compares and measures  c. Represents and analyzes data  Level 5</p>	<p>Mathematics/Counting and Cardinality/Ordinal Numbers/Level 7: Identifies ordinal numbers "first" through "tenth"</p>
<p><b>Mathematics</b>  22. Compares and measures  c. Represents and analyzes data  Level 5</p>	<p>Mathematics/Math Applications/Classification and Data/Level 7: Creates picture graphs with two categories</p>
<p><b>Mathematics</b>  22. Compares and measures  c. Represents and analyzes data  Level 6</p>	<p>Mathematics/Counting and Cardinality/Ordinal Numbers/Level 6: Identifies ordinal numbers "first" through "fifth"</p>

<p><b>Mathematics</b> 22. Compares and measures c. Represents and analyzes data Level 10</p>	<p>Mathematics/Math Applications/Classification and Data/Level 8: Compares and contrasts data points on simple graphs</p>
<p><b>Mathematics</b> 23. Demonstrates knowledge of patterns Level 4</p>	<p>Mathematics/Operations and Algebraic Thinking/Patterns/Level 1: Copies ABAB patterns</p>
<p><b>Mathematics</b> 23. Demonstrates knowledge of patterns Level 5</p>	<p>Mathematics/Operations and Algebraic Thinking/Patterns/Level 2: Fills in and extends ABAB patterns</p>
<p><b>Mathematics</b> 23. Demonstrates knowledge of patterns Level 5</p>	<p>Mathematics/Operations and Algebraic Thinking/Patterns/Level 3: Creates simple repeating patterns</p>
<p><b>Mathematics</b> 23. Demonstrates knowledge of patterns Level 5</p>	<p>Mathematics/Operations and Algebraic Thinking/Patterns/Level 4: Copies AABBBAA, ABCABC, and ABBABB patterns</p>
<p><b>Mathematics</b> 23. Demonstrates knowledge of patterns Level 5</p>	<p>Mathematics/Operations and Algebraic Thinking/Patterns/Level 6: Creates varied repeating patterns</p>
<p><b>Mathematics</b> 23. Demonstrates knowledge of patterns Level 6</p>	<p>Mathematics/Operations and Algebraic Thinking/Patterns/Level 7: Fills and extends in patterns involving numbers</p>
<p><b>Mathematics</b> 23. Demonstrates knowledge of patterns Level 7</p>	<p>Mathematics/Operations and Algebraic Thinking/Patterns/Level 5: Extends and fills in missing parts of AABBBAA, ABCABC, and ABBABB patterns</p>
<p><b>Mathematics</b> 23. Demonstrates knowledge of patterns Level 8</p>	<p>Mathematics/Operations &amp; Algebraic Thinking/Patterns/Level 8B: Describes growing patterns</p>

<p><b>Mathematics</b> 23. Demonstrates knowledge of patterns Level 11</p>	<p>Mathematics/Operations and Algebraic Thinking/Patterns/Level 8A: Creates patterns with numbers</p>
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**Science and Technology**

TSG Objectives, Dimensions and Levels	Ignite Domains, Strands, Subdomains and Skill Descriptors
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<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Earth Science/Level 6: Demonstrates an understanding of how plants and animals (including humans) can change the environment to meet their needs</p>
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<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment</p>
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<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)</p>
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<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Life Science/Level 4: Identifies how living things change over time</p>
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<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Life Science/Level 5: Identifies living things and their basic needs and how they grow and change over time</p>
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<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Life Science/Level 6: Classifies plants based on observable characteristics</p>
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<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Life Science/Level 7: Identifies basic parts of plants</p>
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<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Life Science/Level 8: Identifies interdependencies of living things</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Physical Science/Level 1: Identifies the properties of natural and/or human-made material</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Physical Science/Level 2: Identifies four of five senses and demonstrates an understanding of the texture of materials</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Physical Science/Level 3: Identifies five senses and demonstrates an understanding of what our senses do</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Physical Science/Level 5: Identifies the effects magnets have on some items</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Physical Science/Level 6: Classifies objects based on the way they move</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Physical Science/Level 7: Classifies objects based on the type of energy they produce (light, heat, and sound)</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Physical Science/Level 8: Predicts different effects of various amounts of force applied to stationary objects</p>

<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Simple Tools and Technology/Level 1: Identifies simple tools</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Simple Tools and Technology/Level 2: Demonstrates an understanding of the uses of simple tools in everyday life</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Simple Tools and Technology/Level 3: Identifies simple science tools</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Simple Tools and Technology/Level 4: Explores simple science tools and their uses</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Simple Tools and Technology/Level 5: Demonstrates an understanding of the uses of simple science tools</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Simple Tools and Technology/Level 6: Identifies an awareness that tools can used effectively or ineffectively</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Simple Tools and Technology/Level 7: Explores technology used for learning, adapting, and investigating</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Simple Tools and Technology/Level 8: Explores technology used to solve problems, design solutions, or create something new</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Engineering/Level 5: Identifies potential solutions to a problem</p>

<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Science and Technology/Engineering/Level 7: Demonstrates an understanding of how the shape of an object impacts the object's ability to solve a problem</p>
<p><b>Science and Technology</b> 24. Uses scientific inquiry skills</p>	<p>Social Studies/Self-Identity/Level 8B: Draws two pictures of themselves to show how they have changed over time</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Science and Technology/Life Science/Level 1: Identifies at least one living thing</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Science and Technology/Life Science/Level 2: Identifies at least three living things</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Science and Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Science and Technology/Life Science/Level 4: Identifies how living things change over time</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Science and Technology/Life Science/Level 5: Identifies living things and their basic needs and how they grow and change over time</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Science and Technology/Life Science/Level 6: Classifies plants based on observable characteristics</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Science and Technology/Life Science/Level 7: Identifies basic parts of plants</p>

<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Science and Technology/Life Science/Level 8: Identifies interdependencies of living things</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Science and Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Social Studies/Community Awareness/Level 8B: Draws two pictures of themselves to show how they have changed over time</p>
<p><b>Science and Technology</b> 25. Demonstrates knowledge of the characteristics of living things</p>	<p>Social Studies/Global Connections/Level 8: Describes the connections between people and places around the globe</p>
<p><b>Science and Technology</b> 26. Demonstrates knowledge of the physical properties of objects and materials</p>	<p>Science and Technology/Physical Science/Level 1: Identifies the properties of natural and/or human-made material</p>
<p><b>Science and Technology</b> 26. Demonstrates knowledge of the physical properties of objects and materials</p>	<p>Science and Technology/Physical Science/Level 2: Identifies four of five senses and demonstrates an understanding of the texture of materials</p>
<p><b>Science and Technology</b> 26. Demonstrates knowledge of the physical properties of objects and materials</p>	<p>Science and Technology/Physical Science/Level 5: Identifies the effects magnets have on some items</p>
<p><b>Science and Technology</b> 26. Demonstrates knowledge of the physical properties of objects and materials</p>	<p>Science and Technology/Physical Science/Level 6: Classifies objects based on the way they move</p>
<p><b>Science and Technology</b> 26. Demonstrates knowledge of the physical properties of objects and materials</p>	<p>Science and Technology/Physical Science/Level 7: Classifies objects based on the type of energy they produce (light, heat, and sound)</p>

<p><b>Science and Technology</b> 26. Demonstrates knowledge of the physical properties of objects and materials</p>	<p>Science and Technology/Physical Science/Level 8: Predicts different effects of various amounts of force applied to stationary objects</p>
<p><b>Science and Technology</b> 27. Demonstrates knowledge of Earth's environment</p>	<p>Science and Technology/Earth Science/Level 1: Identifies materials in the environment</p>
<p><b>Science and Technology</b> 27. Demonstrates knowledge of Earth's environment</p>	<p>Science and Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment</p>
<p><b>Science and Technology</b> 27. Demonstrates knowledge of Earth's environment</p>	<p>Science and Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment</p>
<p><b>Science and Technology</b> 27. Demonstrates knowledge of Earth's environment</p>	<p>Science and Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment</p>
<p><b>Science and Technology</b> 27. Demonstrates knowledge of Earth's environment</p>	<p>Science and Technology/Earth Science/Level 5: Demonstrates an understanding of the importance of caring for the environment</p>
<p><b>Science and Technology</b> 28. Uses tools and other technology to perform tasks</p>	<p>Science and Technology/Simple Tools and Technology/Level 1: Identifies simple tools</p>
<p><b>Science and Technology</b> 28. Uses tools and other technology to perform tasks</p>	<p>Science and Technology/Simple Tools and Technology/Level 2: Demonstrates an understanding of the uses of simple tools in everyday life</p>
<p><b>Science and Technology</b> 28. Uses tools and other technology to perform tasks</p>	<p>Science and Technology/Simple Tools and Technology/Level 3: Identifies simple science tools</p>

<p><b>Science and Technology</b> 28. Uses tools and other technology to perform tasks</p>	<p>Science and Technology/Simple Tools and Technology/Level 4: Explores simple science tools and their uses</p>
<p><b>Science and Technology</b> 28. Uses tools and other technology to perform tasks</p>	<p>Science and Technology/Simple Tools and Technology/Level 5: Demonstrates an understanding of the uses of simple science tools</p>
<p><b>Science and Technology</b> 28. Uses tools and other technology to perform tasks</p>	<p>Science and Technology/Simple Tools and Technology/Level 6: Identifies an awareness that tools can be used effectively or ineffectively</p>
<p><b>Science and Technology</b> 28. Uses tools and other technology to perform tasks</p>	<p>Science and Technology/Simple Tools and Technology/Level 7: Explores technology used for learning, adapting, and investigating</p>
<p><b>Science and Technology</b> 28. Uses tools and other technology to perform tasks</p>	<p>Science and Technology/Simple Tools and Technology/Level 8: Explores technology used to solve problems, design solutions, or create something new</p>

## Social Studies

TSG Objectives, Dimensions and Levels	Ignite Domains, Strands, Subdomains and Skill Descriptors
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Science and Technology/Physical Science/Level 3: Identifies five senses and demonstrates an understanding of what our senses do</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (handwashing, feeding, and toileting)</p>

<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Self-Care/Level 5: Demonstrates an understanding of daily routine and self-care processes</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Self-Care/Level 6: Explores relaxing self-care activities</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Nutrition/Level 6: Distinguishes between fruits and vegetables</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Nutrition/Level 7: Distinguishes between dairy, protein, and grains</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Nutrition/Level 8: Builds a balanced plate</p>

<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Health and Safety/Level 1: Demonstrates an understanding of personal safety practices and routines</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Health and Safety/Level 2: Identifies ways to play safely</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Physical Development/Health and Safety/Level 5: Identifies, avoids, and alerts others to danger</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Social Studies/Self-Identity/Level 1: Draws a self-portrait</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Social Studies/Self-Identity/Level 2: Draws a picture of their home</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Social Studies/Self-Identity/Level 3: Draws a picture that resembles their family</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to themselves</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Social Studies/Self-Identity/Level 6: Draws a picture resembling their family, including interests or traditions of the family</p>
<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Social Studies/Self-Identity/Level 7: Draws a picture of their home that includes family-specific details</p>



<p><b>Social Studies</b> 29. Demonstrates knowledge about self</p>	<p>Social Studies/Self-Identity/Level 8A: Draws a picture of themselves engaged in an activity, tradition, sport, or hobby</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to themselves</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Self-Identity/Level 6: Draws a picture resembling their family, including interests or traditions of the family</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Self-Identity/Level 7: Draws a picture of their home that includes family-specific details</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Community Awareness/Level 1: Draws a picture of a neighborhood</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Community Awareness/Level 2: Identifies characteristics of a neighborhood</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Community Awareness/Level 3: Shows an understanding of how places and things within a neighborhood are commonly utilized</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Community Awareness/Level 4: Demonstrates an understanding of physical features of neighborhoods/communities</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Community Awareness/Level 5: Identify community helpers (within a community/neighborhood)</p>

<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Community Awareness/Level 6: Explores ways to help community helpers do their work in the community</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Community Awareness/Level 7: Explores ways to build community relationships</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Community Awareness/Level 8A: Explores ways to help those in need</p>
<p><b>Social Studies</b> 30. Shows basic understanding of people and how they live</p>	<p>Social Studies/Economics/Level 8: Demonstrates an understanding of the production, distribution, and consumption of goods and services in their school and community</p>
<p><b>Social Studies</b> 32. Demonstrates simple geographic knowledge</p>	<p>Social Studies/Civics &amp; Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond</p>
<p><b>Social Studies</b> 32. Demonstrates simple geographic knowledge</p>	<p>Social Studies/Community Awareness/Level 4: Demonstrates an understanding of physical features of neighborhoods/communities</p>
<b>The Arts</b>	
<b>TSG Objectives, Dimensions and Levels</b>	<b>Ignite Domains, Strands, Subdomains and Skill Descriptors</b>
<p><b>The Arts</b> 33. Explores the visual arts</p>	<p>Social Studies/Self-Identity/Level 1: Draws a self-portrait</p>
<p><b>The Arts</b> 33. Explores the visual arts</p>	<p>Social Studies/Self-Identity/Level 2: Draws a picture of their home</p>

<p><b>The Arts</b> 33. Explores the visual arts</p>	<p>Social Studies/Self-Identity/Level 3: Draws a picture that resembles their family</p>
<p><b>The Arts</b> 33. Explores the visual arts</p>	<p>Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included</p>
<p><b>The Arts</b> 33. Explores the visual arts</p>	<p>Social Studies/Self-Identity/Level 6: Draws a picture resembling their family, including interests or traditions of the family</p>
<p><b>The Arts</b> 33. Explores the visual arts</p>	<p>Social Studies/Self-Identity/Level 7: Draws a picture of their home that includes family-specific details</p>
<p><b>The Arts</b> 33. Explores the visual arts</p>	<p>Social Studies/Self-Identity/Level 8A: Draws a picture of themselves engaged in an activity, tradition, sport, or hobby</p>