Ignite by Hatch'm and Florida Assessment of Student Thinking (FAST) Star Assessments ${ }^{\text {T" }}$ for Early Literacy Alignment

| Blueprint <br> Domain | Blueprint <br> Sub-Domain | Blueprint Skill Set | Ignite Learning Domains | IgniteStrand | Ignite Subdomain |
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| Word Knowledge and Skills | Alphabetic Principle | Alphabetic Knowledge | Literacy | Phonics | Alphabet Knowledge - Recognizes uppercase and lowercase letters |
|  |  |  | Literacy | Reading | Concepts of Print - Distinguishes between uppercase and lowercase letters |
|  |  |  | Mathematics | Counting and Cardinality | Numeral Writing - Distinguishes between numbers and letters |
|  |  | Alphabetic Sequence | N/A | N/A | N/A |
|  |  | Letter Sounds | Literacy | Phonics | Letter-Sound Correspondence - Identifies upper and lowercase letters based on their sounds |
|  | Concept of Word | Print Concepts: Word Length | N/A | N/A | N/A |
|  |  | Print Concepts: Word Borders | N/A | N/A | N/A |
|  |  | Print Concepts: Letters and Words | Literacy | Reading | Concepts of Print - Distinguishes letters from words |
|  | Visual Discrimination | Letters | Literacy | Phonics | Alphabet Knowledge - Recognizes uppercase and lowercase letters |
|  |  | Identification and Word Matching | N/A | N/A | N/A |
|  | Phonemic Awareness | Rhyming and Word Families | Literacy | Phonological Awareness | Rhyming - Determines if two words rhyme, matches rhyming words, determine which word does not rhyme, sorts words by rhyme, fills in rhyming words |
|  |  | Blending Word Parts | Literacy | Phonological Awareness | Blending - Blends onsets and rimes to make onesyllable words |
|  |  | Blending Phonemes | Literacy | Phonological Awareness | Blending - Blending - Blends phonemes to form simple words, blends phonemes to form simple words quickly |
|  |  | Initial and Final Phonemes | N/A | N/A | N/A |
|  |  | Consonant Blends (PA) | Literacy | Phonological Awareness | Blending - Blends phonemes to form one-syllable words with consonant blends |
|  |  | Medial Phoneme Discrimination | Literacy | Phonological Awareness | Segmenting - Isolates medial vowel sounds in CVC words (short vowels only) |
|  |  |  | Literacy | Phonics | Letter-Sound Correspondence - Identifies vowels based on long vowel sounds |


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|  |  | Phoneme Segmentation | Literacy | Phonological Awareness | Segmenting - Segments words into syllables, explores segmenting simple words into individual phonemes |
|  |  |  | Literacy | Phonics | Decoding - Decodes words with short vowel sounds |
|  |  | Phoneme Isolation/Manipulation | Literacy | Phonological Awareness | Phoneme Manipulation - Adds deletes and substitutes initial medial and final phonemes. *Coming Soon to Ignite* |
|  |  | Short Vowel Sounds | Literacy | Phonological Awareness | Segmenting - Isolates medial vowel sounds in CVC words (short vowels only) |
|  |  | Initial Consonant Sounds | Literacy | Writing | Writing Development - Labels a picture with at least the initial sound |
|  |  | Final Consonant Sounds | Literacy | Phonological Awareness | Segmenting - Isolates final sounds in CVC words |
|  |  |  | Literacy | Phonics | Decoding - Decodes CVCe words with long vowel sounds |
|  |  | Long Vowel Sounds | Literacy | Phonics | Letter-Sound Correspondence - Identifies vowels based on long vowel sounds |
|  |  | Variant Vowel Sounds | N/A | N/A | N/A |
|  |  | Consonant Blends (PH) | Literacy | Phonological Awareness | Segmenting - Identifies consonants that are combined to form a consonant blend |
|  |  | Consonant Blends (PH) | Literacy | Phonological Awareness | Blending - Blends phonemes to form one-syllable words with consonant blends |
|  |  | Consonant Digraphs | Literacy | Phonological Awareness | Blending - Blends phonemes to form one-syllable words with consonant digraphs |
|  |  | Other Vowel Sounds | N/A | N/A | N/A |
|  |  | Sound-Symbol Correspondence: Consonants | N/A | N/A | N/A |
|  |  | Word Building | Literacy | Phonological Awareness | Phoneme Manipulation - Adds deletes and substitutes initial medial and final phonemes. *Coming Soon to Ignite* |
|  |  | Sound-Symbol Correspondence: Vowels | N/A | N/A | N/A |
|  |  | Word Families/Rhyming | Literacy | Phonological Awareness | Rhyming - determines if two words rhyme, matches rhyming words, determine which word does not rhyme, sorts words by rhyme, fills in rhyming words |
|  |  |  | Literacy | Phonological Awareness | Alliteration - Recognize when groups of words begin with the same onset, distinguish if two words start with the same onset, isolate the onset in words, sort words by onset |


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|  | Structural Analysis | Words with Affixes | N/A | N/A | N/A |
|  |  | Syllabification | N/A | N/A | N/A |
|  |  | Compound Words | Literacy | Phonological Awareness | Segmenting - Segments compound words into two words, deletes a word from a compound word |
|  |  |  | Literacy | Phonological Awareness | Blending - Combines two words to make a compound word, adds missing word to form a compound word |
|  | Vocabulary | Word Facility | Language | Receptive Language | Receptive Language - Shows understanding of basic words |
|  |  |  | Literacy | Reading | High-Frequency Words - Identifies the following sight words: the, can, is, a, I, see, on, he, she, at, to, in, you, it, was that, his, for, are, of, with, they, be, this, have, from, we, look, and my |
|  |  |  | Language | Vocabulary | Vocabulary - Sorts words into categories, demonstrates understanding of multiple-meaning words |
|  |  |  | Math | Geometry | Spatial Relationships - Follows simple directions related to position (in, on, off, over, and under) |
|  |  | Synonyms | N/A | N/A | N/A |
|  |  | Antonyms | Language | Vocabulary | Vocabulary - Demonstrates understanding of common antonyms |
| Comprehension <br> Strategies and <br> Constructing <br> Meaning | Sentence-Level Comprehension | Comprehension at the Sentence Level | Language | Vocabulary | Vocabulary - Uses sentence-level context as a clue to the meaning of a word or phrase |
|  | Paragraph-Level Comprehension | Comprehension of Paragraphs | Literacy | Reading | Comprehension-Fiction - Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations, recalls order of events after reading a text, makes simple prediction and inferences about a text |
| Number and Operations | Early Numeracy | Number Naming and Number Identification | Math | Counting and Cardinality | Number Sequencing - Recognizes numerals 0-20 |
|  |  | Number Object Correspondence | Math | Counting and Cardinality | Set Counting - Counts sets up to 20 objects |
|  |  |  | Math | Counting and Cardinality | Ordinal Numbers - Identifies ordinal numbers "first" through "tenth" |
|  |  |  | Math | Counting and Cardinality | Comparing Quantities - Counts sets of up to 5 objects to compare |


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|  |  | Sequence Completion | Math | Operations and Algebraic Thinking | Patterns - Copies, fills in and extends $A B A B, ~ A A B B A A$, $A B C A B C$, and $A B B A B$ patterns, creates varied repeating patterns, fills and extends in patterns involving numbers |
|  |  |  | Math | Counting and Cardinality | Number Sequencing - Orders numerals 0-10 forward and backward |
|  |  | Composing and Decomposing | Math | Counting and Cardinality | Addition - Given a set of objects, adds on to the set to make a given total |
|  |  |  | Math | Counting and Cardinality | Subtraction - Given a set of objects, takes away from the set to make a given total |
|  |  |  | Math | Counting and Cardinality | Composing - Identifies the missing part to complete wholes up to 10 |
|  |  |  | Math | Counting and Cardinality | Decomposing - Given the whole (up to 10), identifies two parts that can be used to create the whole |
|  |  | Measurement | Math | Math Applications | Measurement - Identifies the object that is longer, taller, or shorter, builds towers that are either shorter or taller than an object, fills in containers with objects to compare volumes, orders up to 10 objects by length and height |

